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The courses are designed to afford a meaningful set of experiences related to the abilities and interests of the non-college-oriented high school pupils. Central concepts are points for emphasis. Content is organized around a number of key ideas, with an indication of related illustrative data. American history is organized into four units. The first unit describes the growth of democracy from its origins to the present, focusing on the personalities of great American leaders. The second unit provides a detailed analysis of the functioning of the Government. In the third unit an examination is made of the American people and their social, economic, and cultural development. The fourth unit traces the development of American policy and leadership in world affairs. In economics, the course of study covers six units, including material on consumption, standards of living, business, the worker, government, and a concluding comparison of our economic system with that of the Soviet Union. An effort is made to concentrate on problems and information with practical and direct relevance to the experiences and needs of the student.

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(Non-Regents)

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(Non-Regents)

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MAY 1965
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HEALTH, EDUCATION, AND WELFARE

BOARD OF EDUCATION OF THE CITY OF NEW YORK

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FOREWORD

In the area of history and the social sciences, educators recognize that every child, regardless of interests and abilities, should be helped to develop a commitment to the democratic way of life and to practice intelligent civic behavior. While these civic objectives are the same for all our children, the learning difficulties of some youngsters require variations in teaching approach and in the organization of content.

In these courses of study a careful attempt has been made to define central concepts of American History and Economics in terms meaningful to slower learners, and to indicate aims, emphases, content, and materials which will help teachers to reach these children most effectively.

I am confident that our teachers of history and the social sciences will find this manual a valuable aid in their efforts to develop the understandings, knowledge, skills, and attitudes required of every young adult for effective citizenship in the complex world of today. Publication is the product of staff work on the part of many teachers, chairmen, principals and superintendents.

JOSEPH O. LORETAN
Deputy Superintendent of Schools

June, 1963

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Revised courses of study in American History and Economics for non-Regents students were recommended in the Report of the Committee to Review Social Studies Program in grades 10-11-12. The Board of Superintendents accepted the report on September 30, 1958.

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INTRODUCTION

THE PLACE OF AMERICAN HISTORY AND ECONOMICS (NON-REGENTS) IN THE SOCIAL STUDIES SEQUENCE

These revised courses of study are designed for those boys and girls who are not preparing for the Regents examinations. In the social studies sequence required of all high school students, these courses follow World History. Schools may teach these courses in American History (1) year) and Economics (1 term) so that the course of study in Economics either precedes or is given concurrently with the second semester of American History.

BASIC CONSIDERATIONS

Social studies teachers accept a basic responsibility to provide all children, regardless of ability or handicaps, with the knowledge, understanding, skills, and attitudes necessary for effective citizenship in a democratic society. Since some youngsters, particularly those in non-Regents classses, pose special instructional problems, teachers of such classes should be sensitive to the various factors which affect the learning of these boys and girls. Learning may be limited by intellectual shortcomings, cultural handicaps, lack of motivation, various environmental pressures, insecurity based on lack of academic success, inability to sustain effort for distant goals, and poor learning skills. Reading retardation and problems of emotional stability may present key difficulties for the teacher. In fact, the range of ability, needs and interests in a non-Regents class may well be wider than that in an average class.

On the other hand, pupils in non-Regents classes possess important resources upon which a teacher can build. More immediately concerned with those forces in our society which affect them as workers, consumers, adults, and citizens, these boys and girls can be interested in instruction where practical relationships to these concerns are established. Often eager to be like everyone else in school, these pupils can be encouraged by sympathetic guidance and judicious praise to reach out for higher standards of achievement. A classroom atmosphere of mutual respect will bring rich dividends in cooperation and achievement.

Objectives

The basic objectives of social studies instruction are largely the same for all students.

A. *Understandings*
   1. To develop an understanding of the major forces in American history.
   2. To develop an understanding of American society.
   3. To develop an understanding of our nation's heritage and its continuing progress toward liberty, equality, and justice.
   4. To develop an understanding of the economic forces and institutions which may affect the citizen's working and living.
   5. To develop an appreciative understanding of American institutions by contrasting them with those of other nations.
   6. To develop the understanding that contemporary developments are related to a history.

B. *Skills*
   1. To develop the ability of students to apply the lessons of the past in analyzing current issues.
   2. To develop abilities in reading and understanding the printed word; the use of maps, charts, and graphs; careful utilization of mass media; critical thinking.
   3. To develop abilities in working in groups as well as working individually.
   4. To develop ability to function effectively as a producer and as a consumer.
   5. To develop capacities for effective participation in the social groups of which the pupil is a member: the home, school, and the wider community.
   6. To develop abilities in the traditional American procedures of reaching consensus or compromise through discussion.

C. *Attitudes*
   1. To develop a respect for the salient characteristics of democratic government: respect for individual rights, intelligent participation in voting and other civic responsibilities, protection of minority rights, decisions by majority agreement, and peaceful procedures for making changes.
   2. To develop loyalty to the ideals of American democracy.
   3. To develop pride in the accomplishments of the U. S. A. and a faith in our future.
   4. To develop a commitment to responsible citizenship.
   5. To develop a realization of the importance of the pursuit of excellence both for self-realization and for social usefulness.

6. To develop an interest in and a concern for the problems of world interdependence and peaceful cooperation.
7. To develop respect for individual integrity and high moral and ethical values.
8. To develop a realization of the importance of the need for expanding and deepening the pattern of American democracy.
9. To develop a respectful hearing of the opinions and ideas of others.
10. To develop a respect for a rational rather than emotional weighing of issues and data.

ORGANIZATION OF THE COURSES

These courses have been designed to afford a meaningful set of experiences related to the abilities and interests of the non-Regents pupils. Central concepts have been stressed as points for emphasis. Content has been organized around a number of key ideas, with an indication of related illustrative data.

In American History, the course is organized into four units, two for each semester, centered about a main theme for each unit. The first unit describes the growth of democracy, from its origins to the present, focusing on the personalities of great American leaders. A sympathetic evaluation of the growth of American democracy with an emphasis on the responsibilities of the individual is an integral part of this unit. This first unit seeks to provide a framework for the sweep of American history. The second unit provides for a detailed analysis of the functioning of our government. In the third unit, an examination is made of the American people and their social, economic and cultural development. The fourth unit traces the development of American policy and leadership in world affairs. It is expected that providing a unit or theme structure will add a dimension of meaning and significance to the instruction.

In Economics, the course of study covers six units, including material on consumption, standards of living, business, the worker, government, and a concluding comparison of our economic system with that of the Soviet Union. An effort was made to concentrate on problems and information with practical and direct relevance to the experiences and needs of pupils in non-Regents classes. Thus, there is a long section on insurance. On the other hand, a number of more theoretical constructs, present in the Regents course, have been omitted.

The materials of these units afford a basic framework for the instruction of non-Regents students throughout the city. However, it is recognized that individual social studies departments and individual teachers will make further adaptations of the content to the particular instructional needs of their students.

Approaches, Methods, and Materials

The skilled teacher will be guided by a number of considerations in seeking optimum outcomes with youngsters in non-Regents classes. Approaches should stress practical, concrete problems in economics and government, and involve biographies and current applications in history. Variety of procedures is essential. Audio-visual materials should be used as often as possible. It may be very helpful to youngsters if the teacher prepares mimeographed materials adapted to reading levels in the class. A teacher may very well supplement instruction with anecdotes and other material which helps personalize the content of instruction. Skillful grading of problems posed to the class will afford important opportunities for success and praise. In an atmosphere free from tension, a teacher may conduct a mature discussion with simplified terminology. Opportunities should be provided for youngsters to report, dramatize, and discuss.

Basically, the teacher must provide an example of high motivaton, affection for all children, patience in working with them, fair and firm procedures, and a readiness to work with exceptional effort.

AMERICAN HISTORY COURSE OF STUDY (Non-Regents)

UNIT I. HOW THE AMERICAN PEOPLE DEVELOPED A DEMOCRATIC SOCIETY

Certainly a pervasive aim of all social studies instruction is the development in young people of an understanding of the democratic way of life, and a commitment to its preservation and extension. We may expect that non-Regents students can be introduced to the elements of the American heritage, that they can develop an appreciation of the highlights of the expansion of the democratic concept, and that they can identify with major figures who have contributed to our way of life. These boys and girls can be taught a clearer comprehension of their rights and obligations in a democratic society.

To develop the knowledge and understandings, attitudes, and skills of slower students topics of instruction should be made dramatic and meaningful. There has been an attempt in this unit of the course of study to crystallize major trends and developments around a carefully selected, limited number of persons and events.

The teacher must make a special effort to relate relevant details to broader and deeper understandings. He should follow the suggestions for transitions included in the unit in order to assure a feeling of continuity, while concentrating on more significant periods of history. Throughout the entire unit, the teacher should seek to convey the spirit of the American advance toward ever-higher goals of democratic living.

The unit begins with an attempt to define the democratic concept, traces the origins of democracies in the colonial and early revolutionary periods, examines the contributions of Jefferson and Jackson, analyzes the impact of the Civil War, looks into post Civil War advances, and concludes with an analysis of democracy in the twentieth century.

Scope of Unit (35-40 Lessons)

A. What is Democracy?
B. Majority Rule and Minority Rights
C. The Citizen's Responsibilities
D. Democracy in the Colonies
E. Why the Colonies Revolted.
F. The Declaration of Independence
G. The Revolutionary War
H. The Critical Period – Creation of the Constitution
I. The New Nation Is Established
J. Jeffersonian Democracy

K. The Age of Jackson
L. Nationalism and Sectionalism before the Civil War
M. The Causes of the Civil War
N. The Civil War
O. The Results of the Civil War
P. Theodore Roosevelt and the Reforms of the Progressive Era
Q. Woodrow Wilson and the New Freedom
R. Conditions Leading to the New Deal
S. The New Deal in Power
T. Evaluation of the New Deal
U. The Post-War World
V. Democratic Advances Since World War II
W. Our American Democracy

A. What Is Democracy?

Aim

To explain the meaning of democracy.

Points for Emphasis

The growing concept of democracy has social and economic aspects. Democracy is an ideal as well as a reality; the American of today lives in a more democratic nation than his grandfather; we hope the American of tomorrow will enjoy many of the democratic privileges that we today try to achieve.

Content

1. To an American, democracy is a set of ideals and a way of life.
    a. Political demoracy.
        1) Power transferred by peaceful means
        2) Everyone has the right to vote (universal suffrage)
        3) Free, periodic elections
        4) Choice of political parties
        5) Freedom to campaign
        6) Freedom of speech, press, assembly . . . (civil liberties)
        7) A government of, by and for the people
    b. Social democracy
        1) Each individual is accepted as a worthwhile human being
        2) Freedom of religion
        3) Civil rights
            a) Equal educational opportunities
            b) Equal access to housing, transportation and recreation
    c. Economic democracy
        1) Equal economic opportunities
        2) Safeguards for the worker and employer

    3) Continued efforts to raise the standard of living for all
2. Possible directions for further extension of democracy in the United States.

B. Majority Rule and Minority Rights

Aim

To show the relationships among majority decisions, minority rights and individual freedoms in a democratic society.

Points for Emphasis

"Rule by the majority" is basic in a democracy.
No democracy can exist if it does not protect "minority rights."

Content

1. In a democratic society decisions are made by the majority.
2. The right of minorities to disagree, to criticize and to work peacefully to become a majority is fundamental in a democracy.
3. The freedom of the individual with consequent responsibility is basic to a democracy.
4. Under certain conditions the rights of the indivdual may be limited by the majority.
    a. No right can be exercised that will harm the rights of others.
    b. The existence of a "clear and present danger" may reduce rights.
    c. Limitations on individual liberty have been placed by government in the fields of:
        1) Property use
        2) Military training
        3) School attendance
        4) Traffic laws
        5) Right of assembly
        6) Sanitation
5. Rules have been established for the limitations of rights.
    a. Each case must be judged on its merits.
    b. The courts are the proper place for the decisions that need to be made.

C. The Citizen's Responsibilities

Aims

To describe the nature of the citizen's responsibilities.
To develop a positive commitment to good citizenship.

Points for Emphasis

Citizenship involves all phases of community life.

Citizenship is positive, not merely the avoidance of acts of negative citizenship.

Content

1. Good citizenship requires the individual to apply democratic principles to his daily life.
   a. Respect the rights of others
   b. Obey the laws
   c. Understand and appreciate the values of people with different backgrounds
2. The good citizen should vote and become a member of a political party.
3. The good citizen is a positive participant in the life of the community.
   a. Membership in community groups
   b. Willingness to work for democratic purposes

D. Democracy in the Colonies

Aim

To have students understand colonial contributions to the development of democracy in the United States

Points for Emphasis

England supplied many of the principles and practices of our democratic heritage.

The colonial experience was the foundation for the development of American democracy.

Content

1. English democratic ideas were transplanted to the colonies.
   a. Limited executive power (Magna Carta)
   b. Legislative "power of the purse"
   c. Rule of law (Common Law)
   d. Civil rights (Bill of Rights, 1689)
2. The colonies introduced democratic practices early in their history.
   a. Political democracy
      1) Representative government (Virginia House of Burgesses)
      2) Direct democracy (New England Town Meeting)
      3) Written constitution (Fundamental Orders of Connecticut)
   b. Social democracy
      1) Religious toleration (R. I., Pa., Md.)
      2) Freedom of the press (Zenger Case)
      3) Greater class mobility

  - c. Economic democracy
    - 1) High status of labor (scarcity)
    - 2) Availability of land
    - 3) Existence of a frontier
3. Colonial society would not be considered democratic today.
   - a. Limited suffrage
   - b. Existence of slavery
   - c. Indentured servants
   - d. Established churches
4. Compared with nations of that time the colonies showed greater democracy.
   - a. No absolute monarchy
   - b. No serfdom
   - c. Absence of rigid class system

E. Why the Colonies Revolted

Aim

To have students understand the causes of the American Revolution.

Points for Emphasis

British policies after 1763 restricted trade.

Great Britain tried to interfere with liberties that the colonists had taken for granted.

Content

1. Empire problems caused a change in British policy after 1763.
   - a. New tax laws were passed (Stamp Act)
   - b. Old restrictive laws were enforced (Sugar Act)
   - c. Parliament quartered troops in colonial homes
2. Colonial resistance aimed to preserve interests and privileges.
3. The desire for freedom developed into a desire for independence.
4. The American Revolution was a many-sided movement supported by men with different interests and points of view.
5. A combination of circumstances and leaders brought about our independence.
   - a. Sam Adams, Patrick Henry, John Adams and Tom Paine contributed to the movement for independence.
   - b. Committees of Correspondence were formed.
   - c. After the Intolerable Acts were passed, colonial leaders met in two Continental Congresses.
   - d. The Battles of Lexington and Concord began the military phases of the Revolution.

F. The Declaration of Independence

Aims

To show how the Declaration of Independence furthered the cause of democracy in the United States.

To have students appreciate the significance of the Declaration of Independence as a world-wide symbol of democracy.

Points of Emphasis

The Declaration of Independence provided basic ideals for democratic government.

The Declaration of Independence provided a justification for the revolution against Britain.

Content

1. The Declaration of Independence was a landmark in political democracy.
   a. It marked the first application of the principles of "natural rights" and "consent of the governed."
   b. It set forth the idea of the "right to revolution."
2. The Declaration of Independence cut our ties with Britain.
   a. Statement of grievances
   b. Declaration of independence
3. These principles have been adopted by many other people throughout the world.

G. The Revolutionary War

Aims

To show the impact of the Revolution on national unity and freedom.

To develop an understanding of the work of the Revolutionary leaders.

Point for Emphasis

The Revolution had important social and economic as well as political results.

Content

1. The patriots had to overcome many handicaps during the Revolution.
   a. Small and poorly equipped army
   b. Lack of funds
   c. Opposition of numerous Loyalists
2. There were many reasons for the eventual success of the Colonies.
   a. Aid by foreign governments and individuals
   b. Courage, ability and dedication of Washington, Knox, Greene, Jones

    c. Sacrifices by rank and file
    d. British difficulties

3. The Revolution resulted in great changes.
    a. English recognition of American independence
    b. Territorial expansion to the Mississippi
    c. Separation of church and state
    a. Extension of civil liberties in new state constitutions
    e. Democratic changes in land inheritance
    f. Example of first successful colonial revolution

H. The Critical Period—Creation of the Constitution

Aim

To show the stresses and strains of the Critical Period.

Points for Emphasis

Despite the numerous problems of the period, democratic gains were extended.

The creation and adoption of the Constitution demonstrated the importance of compromise in a democracy.

Content

1. The Articles of Confederation created a weak central government.
    a. No power to raise army
    b. Dependent on states for funds
2. Economic difficulties increased the problems of government.
    a. Worthless money
    b. Rebellion of debtors (Shays Rebellion)
3. Important achievements occurred during this period.
    a. Treaty of peace established independence
    b. Northwest Ordinance extended democratic practices
    c. States learned beginnings of national cooperation
4. Discontent with the government led to the creation and adoption of the Constitution.
    a. Constitutional Convention
        1) Unusual talents of participants
        2) Solution to the problem of large and small states
    b. Adoption of the Constitution
5. The new Constitution gave the central government many important powers which it had lacked.
    a. Easier procedures for legislation and amendment
    b. Power to regulate interstate commerce
    c. Power to raise an army
    d. Power to collect taxes

I. The New Nation Is Established

Aims

To show how our nation was strengthened during the Federalist era.

To develop a respect for the achievements of our Founding Fathers.

Points for Emphasis

Washington and Hamilton made lasting contributions to our political and economic heritage.

The rise of political parties furthered the cause of democracy by providing a machinery for the criticism and defense of government policies.

Content

1. The United States in 1789 extended from the Atlantic to the Mississippi with a population of 3½ million.
2. The first administration had to find answers to many political and economic problems.
   a. Organization of government (Cabinet, Congress . . .)
   b. Enforcement of laws (Whiskey Rebellion . . .)
   c. Provisions for economic stability (Hamilton's program . . .)
3. The development of political practices grew out of existing conflicts.
   a. Jefferson and the Democratic-Republicans
   b. Hamilton and the Federalists
   c. The Alien and Sedition Acts and the Virginia and Kentucky Resolutions
4. Evaluation of the Federalist period and its leaders.

J. Jeffersonian Democracy

Aim

To indicate the significance of Jefferson's concept of democracy for American life.

Points for Emphasis

Jefferson's election marked a peaceful change in the control of the national government.

Jefferson helped establish many of the traditions of American democratic society.

Content

1. The effects of the "Revolution of 1800" modified Federalist policies.
   a. Ended repression of press (End of Sedition Act . . .)
   b. Reduced government expenditures
2. Jefferson's beliefs promoted the growth of American democracy.
   a. Freedom of speech and press

    - b. Equality of opportunity
    - c. Value of education and science
    - d. Encouragement of the small farmer
    - e. Expanded suffrage

K. The Age of Jackson

Aims

To show how the political changes of the Jacksonian Era increased popular control of government.

To show how the economic and social reforms of the Jacksonian Era contributed to the growth of democracy.

Points for Emphasis

As the first of the "popular" presidents, Jackson became a symbol of democracy for the "common man."

The growth of democracy in the United States was part of a world-wide reform movement.

Content

1. Jackson's personality and leadership greatly influenced the democratic thought of the era.
2. There was a world-wide movement for greater human rights.
    - a. Abolition of slavery in the British Empire
    - b. Greater political democracy in England
3. Political democracy in the United States was broadened.
    - a. Nominating convention
    - b. Spoils system
    - c. Kitchen cabinet
    - d. Reduction of voting qualifications in the states
4. Gains in social and economic democracy in the Jacksonian period brought about improvements in the life of the common man.
    - a. Free public schools
    - b. Struggle for women's rights
    - c. Hospital and prison reforms
    - d. Rise of the abolition movement
    - e. Growth of the "penny press"
    - f. Liberalization of land laws
    - g. Beginnings of trade union movement

L. Nationalism and Sectionalism Before the Civil War

Aim

To show how nationalism and sectionalism affected the nation in the years before the Civil War.

Points for Emphasis

Sectional economic and social interests created conflicts which threatened political unity.

Forces for unity were able to prevail until the Civil War.

Content

1. There were evidences of the growth of national unity in the pre-Civil War Republic.
   a. Expansion and exploration
   b. Effects of the War of 1812
   c. The "era of good feeling" and the "American System"
2. Sectional differences predominated in the generation before the Civil War.
   a. Differences among the sections
      1) Plantation South
      2) Commercial, industrial, small farmer interests in the East
      3) Agricultural West
   b. Economic conflicts (bank, tariff...)
   c. Political conflicts (nullification, state sovereignty...)
   d. Conflict over slavery
   e. Mexican War
3. Compromises were effected through the efforts of national leaders.
   a. Admission of states
   b. Regulation of slavery
   c. Role of Clay, Calhoun, Webster

M. The Causes of the Civil War

Aim

To show why the Civil War was fought.

Points for Emphasis

Many economic and social issues divided the North and South.

Slavery was one of the most important of these issues.

Content

1. By 1860 the United States was a growing power.
   a. Ocean to ocean in extent
   b. 30,000,000 people, concentrated east of the Mississippi
   c. Industrial and commercial development, primarily in the North
2. Growing bitterness, resulting from economic and social differences resulted in political separation and military conflict.
   a. Southern power was weakened
      1) Industral expansion in the North
      2) Admission of new western states

- b. The slavery issue sharpened the growing conflict
    - 1) Continued agitation by abolitionists (John Brown, Harriet B. Stowe)
    - 2) Free Soil movement ("Bleeding Kansas")
- c. New Southern leaders, hostile to the Union, emerged
- d. The nomination and election of Lincoln confirmed the fears of the South and led to secession
    - 1) Lincoln, the man and his beliefs
    - 2) Political career
    - 3) Southern secession

N. The Civil War

Aim

To show how the War affected the nation from 1861 to 1865.

Point for Emphasis

The War transformed life in the North and brought about the collapse of the Southern way of life.

Content

1. The events of the war changed life in the United States.
    - a. The North became a nation in arms
        - 1) The draft
        - 2) Curtailment of freedom
        - 3) Issuance of greenbacks
    - b. The South was economically strangled
        - 1) The blockade
        - 2) Destruction by military action
        - 3) Problem of financing the War
    - c. The conflict was bitterly contested on both sides
        - 1) Large manpower losses
        - 2) Physical destruction
        - 3) Border raids
        - 4) Prison camps
        - 5) Leaders and battles
2. Lincoln tried to win the war yet provide a framework for reunion.
    - a. "With malice toward none"
    - b. Delay in adoption of Emancipation Proclamation
    - c. His military and civil role

O. The Results of the Civil War

Aim

To show the significance of the Civil War in our nation's history.

Points for Emphasis

The Civil War settled the issues of slavery and secession.

It created many new economic and social problems.

Content

1. Civil War produced great changes in the South.
   a. The South lost influence in national government
      1) Domination of government by Congressional Republicans during Reconstruction Period
      2) Radical Reconstruction: shortcomings and accomplishments
      3) 13th, 14th, and 15th amendments
   b. Emergence of new political, economic, and social patterns
      1) Solid South
      2) Destruction of the plantation system and beginnings of industry
      3) Segregation
2. The West expanded.
   a. Homestead Act.
   b. Railroads
   c. Immigration
3. Political and economic power shifted to the North. (1865-1900)
   a. Urbanization and industrialization
   b. Political and economic power of the North

P. Theodore Roosevelt and the Reforms of the Progressive Era

Aim

To show how the government under Theodore Roosevelt and William Howard Taft faced the problems which threatened American democracy.

Points for Emphasis

By the beginning of the twentieth century, our tremendous economic advances and many new problems required refoms in goverment and business.

Theodore Roosevelt, a forceful president, used his office to further needed reforms.

Content

1. The United States in 1900 was a major power.
2. By 1900 American economic growth was raising serious problems for American democracy.
   a. Influence of business leaders in the life of the nation (Carnegie, Rockefeller, Harriman, Morgan, Vanderbilt . . .)
   b. Treatment of labor (immigrants, women, children . . .)

3. The "muckrakers" and third parties publicized the need for reforms.
    a. Political – direct election of Senators, direct primaries, extension of merit system, referendum, municipal reforms
    b. Social and economic – anti-monopoly action, food and drug regulation, meat inspection.
4. Theodore Roosevelt's Square Deal (1901-1909) attempted to correct specific abuses.
    a. Theodore Roosevelt – the man; his concept of the presidency
    b. Efforts to correct the abuses of "bad" big business
5. Taft, as Roosevelt's successor, continued the reform efforts.

Q. Woodrow Wilson and the Reforms of the New Freedom

Aim

To show how the government, under the leadership of Woodrow Wilson, tried to solve the persistent problems of the period.

Point for Emphasis

Wilson's "New Freedom" deepened and extended the economic and political reforms of American life.

Content

1. The Republican split enabled Wilson to become president in 1912.
    a. Personal qualities
    b. Scholastic background
    c. Concept of office
2. The New Freedom attempted to remedy the problems raised by industrial growth.
    a. Monopoly
        1) More specific attack against trusts (Clayton Act)
        2) Regulation through Federal Trade Commission
    b. Banking System (Creation of Federal Reserve System)
    c. Labor
        1) 8-hour day for railroad workers (Adamson Act)
        2) Department of Labor, headed by labor leader
    d. Tariff (Reduction in Underwood Tariff)
3. The New Freedom extended democracy in the United States.
    a. Woman suffrage
    b. More direct influence of citizens in government
4. Domestic reforms were slowed after 1917.
    a. United States entry into World War I
    b. Post-war return to normalcy

R. Conditions Leading to the New Deal

Aim

To show how conditions in the United States before 1932 led to the New Deal.

Point for Emphasis

The widespread distress brought by the Depression of 1929 led to greater acceptance of Federal responsibility and action.

Content

1. The United States had undergone vast changes during the 1920's.
   - a. Social changes
   - b. New inventions
   - c. Recreation
   - d. Prosperity
   - e. Depression
2. By 1932 many people had lost confidence in the national leadership of the Republican Party.
   - a. "Businessmen's government"
     - 1) High tariff
     - 2) Tax policies
     - 3) Philosophy of "rugged individualism"
   - b. Difficulties of farmers
   - c. Difficulties of workers
   - d. Stock market crash
3. The Depression, following the Crash of 1929, affected every aspect of American life.
   - a. Labor – 13 million unemployed
   - b. Agriculture – lack of purchasing power
   - c. Industry – cut in business activity
   - d. Banking – many failures
   - e. Minority groups – increased discrimination in employment
   - f. National morale – at low point

S. The New Deal in Power

Aim

To show how the reforms of the New Deal reached into all areas of American life.

Points for Emphasis

The optimism of Franklin Roosevelt lifted the spirit of the times, and revitalized a discouraged people.

The New Deal accepted responsbility for the economic and social welfare of the American people.

Content

1. "The man and the hour met when Franklin D. Roosevelt became President."
   a. Personality
   b. Background
   c. Concept of office
2. The New Deal made a simultaneous attack on the immediate and long-range problems of the country.
   a. Morale — inaugural address, bank holiday, fireside chats
   b. Unemployment — public works, CCC, WPA
   c. Industrial depression — "pump priming," planning (NRA), expansion of RFC
   d. Agriculture — attempts to raise prices
   e. Financial system — deposit insurance, control of stock exchanges
   f. Labor — collective bargaining (Wagner Act), social insurance (Social Sec. Act)
3. By the end of Roosevelt's second term, the beginning of World War II turned the nation's attention from domestic to foreign affairs.

T. Evaluation of the New Deal

Aim

To assess the position of the New Deal in the history of our nation.

Points for Emphasis

There was considerable opposition to the New Deal and to Franklin D. Roosevelt.

The major reforms of the New Deal have since been accepted by both parties.

Content

1. The New Deal and Franklin Roosevelt had defenders and detractors.
   a. A necessary program which preserved the nation's values — versus — a bureaucracy which wasted money on "boon doggling."
   b. By 1940 the depression was overcome — versus —World War II, not the New Deal, ended the depression.
   c. FDR, one of our greatest presidents — versus — FDR, betrayer of American traditions.
2. The New Deal introduced an expanded role for government.
   a. Governmental responsibility for preventing depressions
   b. Federal activity when local governments can not deal with a problem (TVA, housing)
3. New Deal reforms have been accepted by the major groups in American life.

    a. Social security
    b. Deposit insurance
    c. Regulation of exchanges

U. The Post-War World

Aim

To show how conditions in the United States after World War II brought about changes in domestic policy.

Point for Emphasis

Foreign affairs have played a large part in the domestic decisions of the post-war period.

Content

1. The change from war to peace brought many problems to the American people.
    a. Return to civilian production
    b. Consumer demand for goods
    c. Labor's demands for higher wages through strikes and organization
2. The shooting war in Korea brought the "Cold War" into the lives of the American people.
    a. High cost of military spending
    b. Draft
    c. New immigration, naturalization and internal security laws
3. The Eisenhower Administration saw a return to Republicanism.
    a. The man and his concept of office
    b. Attempts to balance the budget
4. The election of Kennedy brought a new generation to power.
    a. Background and concept of office
    b. Foreign affairs
        1) Cuba
        2) Disarmament
    c. Domestic affairs
        1) Economic growth and price stability
        2) Civil rights

V. Democratic Advances Since World War II

Aim

To show how the progress of democracy has been furthered in the United States since the war.

Point for Emphasis

There has been a dramatic expansion in democracy in the post-war years.

Content

1. There has been continued expansion of economic and social welfare.
   a. GI Bill
   b. Social security coverage
   c. Minimum wage
2. There has been an improvement in the rights of minorities.
   a. End of segregation in armed forces
   b. Supreme Court desegregation decisions (education, publicly-owned facilities, transportation, juries)
   c. Civil right legislation and enforcement
   d. State and local anti-discrimination legislation (Ives-Quinn, Brown-Sharkey-Isaacs)
   e. Statehood to Alaska and Hawaii

W. Our American Democracy

Aim

To review the growth of democracy in the United States from colonial times to the present.

Points for Emphasis

Democratic rights and privileges in the United States are greater now than they ever have been.

These rights and privileges have been extended by people who have worked and fought for their beliefs within the framework of democratic rules.

Content

1. In every aspect, democracy is greater now than it was before.
   a. Political democracy
   b. Social democracy
   c. Economic democracy
2. Great Americans have led the way to fulfilling the "promise of American life."
   a. Thomas Jefferson – First Inaugural
   "All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppression."

   - b. Andrew Jackson – veto of the bank bill

     "In the full enjoyment of . . . the fruits of superior industry, economy and virtue, every man is equally entitled to protection by law."
   - c. Lincoln – Gettysburg Address

     "Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."
   - d. Theodore Roosevelt – The New Nationalism

     "Our country – this great republic – means nothing unless it means the triumph of a real democracy, the triumph of popular government, and, in the long run, of an economic system under which each man shall be guaranteed the opportunity to show the best that there is in him."
   - e. Woodrow Wilson – The New Freedom

     "This is the country which has lifted to the admiration of the world its ideals of absolutely free opportunity, where no man is supposed to be under any limitation except the limitations of his character and of his mind; where there is supposed to be no distinction of blood, no distinction of social status, but where men win or lose on their merits."
   - f. Franklin D. Roosevelt – The Four Freedoms

     "In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms: The first is freedom of speech and expression, the second is freedom of every person to worship God in his own way, the third is freedom from want, the fourth is freedom from fear."

3. Every citizen has a responsibility to preserve and expand the goals of democracy.
   - a. Use of ballot
   - b. Use of the courts
   - c. Defense of democratic practices in daily life
   - d. Obligation to be fully informed

Suggested Readings

See page 95

UNIT II. HOW THE AMERICAN PEOPLE GOVERN THEMSELVES

The democratic principle, that people have an opportunity to share in the decisions of government, requires that our citizens understand the operations of a rather complex political structure. The intricacies of our governmental machinery pose problems for our brightest students; other youngsters need careful guidance to a limited number of understandings. Government should be presented to these children as it impinges upon their lives, not as a formal, theoretic structure. Illustration of operations and principles by references to current events is essential. Special attention should be paid to showing how government provides necessary services to the citizen, and how he, in turn, has important responsibilities to local, state, and national government. Every effort should be made to develop an appreciation of how democratic government protects human liberties, and to teach children their own obligations to respect the rights of others.

This unit shows how government affects the citizen, examines the functions of the president, Congress, and the courts, considers the evolution of our government, and treats the role of the individual in a free society.

Scope of Unit (15-20 Lessons)

A. The Federal System
B. Representative Government
C. The Nomination and Election of the President
D. The Powers of the President
E. Our Law-Making Process
F. The System of Courts
G. The System of Checks and Balances
H. Our Changing Government
I. Order and Liberty in a Free Society
J. Rights and Responsibilities in a Free Society

A. The Federal System

Aim

To show that the American citizen is a citizen of the nation and of his state.

Point for Emphasis

Powers of government in the United States are divided between our federal and state governments.

Content

1. How the federal government affects the citizen (delegated powers)
   a. Establishes military service
   b. Controls money
   c. Regulates interstate business
2. How the state government affects the citizen (residual powers)
   a. Controls education
   b. Regulates marriage and divorce
   c. Gives local protection
3. How the federal government has increased its power over the citizen. (to be developed in Topic H)
   a. Collects income tax (amendment)
   b. Regulates banks (elastic clause)
   c. Protects minorities (judicial review)

B. Representative Government

Aim

To show how the government represents the people of the United States.

Point for Emphasis

In the United States, continued progress has been made toward participation in and control of the government by the people.

Content

1. Representative government requires "the consent of the governed."
2. Representative government must make it possible for the wishes of the people to be carried out. (Review of the first topic in Unit I)
   a. Election by universal suffrage
   b. Free nominations
   c. Secret ballot
   d. More than one party
   e. Majority rule
   f. Freedom to campaign
   g. Independent courts
3. On occasion, the wishes of a majority of the people may not be followed.
   a. Uneven apportionment
   b. Unfair literacy tests
   c. Poll taxes.
   d. Indirect election of the president
4. We are making efforts to correct our shortcomings.
   a. Action by Supreme Court (Baker vs. Carr)
   b. Action by Attorney General

C. The The Nomination and Election of the President

Aims

To show how the president is nominated and elected.

To have pupils understand the strengths and weaknesses of the election process.

Point for Emphasis

The Electorial College has been generally responsive to the popular will.

Content

1. The growth of political parties changed the way in which a president is elected.
    a. The electoral college system in theory
    b. Political parties, unit rule, and the electoral vote
2. The nominating convention looks for a candidate and a platform that can attract a majority of the voters.
    a. Balanced ticket
    b. Candidates from pivotal states
    c. Platforms with broad appeal
3. The electoral college system influences the campaign and the vote.
    a. Great importance of states with large number of electoral votes. (New York, California)
    b. Difficulties of independent third parties
4. Changes in the electoral college system need to be carefully considered to avoid creating new unfair situations or making worse those that are in existence.

D. Powers of the President

Aims

To have pupils understand the powers of the president.

To show the importance of the office in the nation and in the world.

Points for Emphasis

The power of the president has greatly increased from Washington's time to the present.

The way the president uses his powers depends upon the man and upon the times in which he lives.

Content

1. The Constitutional and other powers of the president combine to make him a powerful ruler.
    a. Constitutional powers
        1) Chief executive
        2) Commander-in-chief of armed forces

            - 3) Head of foreign affairs
                - a) Treaty-making
                - b) Recognition of nations
                - c) Appointment of officials
            - 4) Chief law-maker
                - a) Messages to Congress
                - b) Special sessions
                - c) Use of veto
            - 5) Judicial powers
        - b. Other powers
            - 1) Influence on public opinion
            - 2) Head of political party
            - 3) Distribution of jobs to supporters
            - 4) Prestige as chief of state
- 2. The presidency is a "man-killing job."
    - a. Case study of a president's day
    - b. Weight of tremendous responsibility
- 3. The presidency is a "people's office."
    - a. Election by the whole nation
    - b. Direct communication with the people
- 4. The President "reigns" as well as rules.

E. Making Our Laws

Aims

To show the nature and functions of the legislative branch of government.

To have students understand how laws are made in the United States.

Points for Emphasis

Laws are made by Congress and the President.

The popular will, as well as the work of special interest groups, guides the actions of law makers.

Content

1. Congress has two houses; each has special functions.
    - a. House of Representatives
        - 1) Representation according to population (qualifications – salary)
        - 2) Importance of the Speaker
        - 3) Committees, hearings, debates
2. How a bill becomes a law.
3. Some factors which play an important part in law-making.

- a. Lobbies
    - 1) Organized effort to influence legislation
    - 2) Abuses
- b. Party pressures
    - 1) Patronage
    - 2) Seniority
- c. Other devices
    - 1) Log-rolling
    - 2) Pork barrel
    - 3) Filibuster and cloture in the Senate

4. The President has been called the "chief legislator."
    - a. Constitutional powers
        - 1) Messages to Congress
        - 2) Approval and veto of bills
        - 3) Calling of special sessions
        - 4) Patronage
    - b. Other factors
        - 1) Personality
        - 2) National publicity
        - 3) Concept of office

F. The System of Courts

Aim

To explain the work of the Federal courts.

Point for Emphasis

An independent court system is a basic democratic institution.

Content

1. People rely on the courts to resolve conflicts with other people and with the law.
    - a. Most ordinary cases are heard in municipal and state courts
        - 1) Grand jury
        - 2) Petty jury
    - b. Decision of lower courts or special cases may be appealed to higher courts
2. A federal system of courts has been provided to handle cases arising under the Constitution.
    - a. Supreme Court
        - 1) Powers
        - 2) Membership
        - 3) Place in national affairs
    - b. Work of other Federal courts

3. An independent judiciary plays an important part in a democratic nation.
    a. Protects civil liberties
    b. Limits excesses of government
    c. Defends minority rights

6. The System of Checks and Balances

Aim

To describe the way the system of checks and balances works.

Point for Emphasis

The system of checks and balances keeps any one branch from becoming too powerful in our government.

Content

1. Each branch of government limits the powers of the other two branches.
    a. Review powers of each branch of government
    b. Checks of President and Supreme Court on Congress. Check of House and Senate on each other
    c. Checks of Congress and the Court on the President
    d. Checks of Congress and the President on the Court
2. The system of checks and balances has advantages and disadvantages.

8. Our Changing Government

Aim

To show how our government has been able to meet changing conditions.

Point for Emphasis

Our Constitution is a living document providing for peaceful change.

Content

1. Amendments reflected a great demand for change.
    a. Selection of specific demands to show:
        1) Greater democratization
        2) Response to changing economic and social conditions
        3) Correction of errors in the machinery of government
    b. Difficulty of amending process
2. The use of the elastic clause made it possible to meet new conditions. (e.g. Louisiana Purchase, TV . . .)

3. Interpretations by the federal courts have increased national power.
   - a. Regulation of working conditions
   - b. Ban on segregation
4. Certain practices have been accepted as an unwritten constitution.
   - a. Activities of political parties
   - b. Committee system in Congress.
5. Administrative agencies have been set up to meet new economic and social problems.

I. The Meaning of Freedom in a Democracy

Aim

To show the relationship between liberty and order in a free society.

Point for Emphasis

It is difficult to find the line between society's need for order and the desire to protect the individual's liberty.

Content

1. The First Amendment provides for the civil liberties necessary for a free society.
2. Freedom can not be absolute. We are free to "extend our arms up to but not including our neighbor's nose."
3. There is disagreement over when and where liberty must end to preserve order.
   - a. The idea of "clear and present danger"
   - b. Internal security laws

J. Rights and Responsibilities in a Free Society

Aim

To have pupils understand the rights guaranteed to citizens in a free society.

To have students appreciate the responsibility for every citizen in keeping and extending these rights.

Point for Emphasis

Democracy is based not only on laws and decisions but on the citizen's responsibility to accept and support these rules.

Content

1. Many rights guaranteed to the people are in the Constitution.
   - a. Article I, Sect. 9-10
   - b. Bill of Rights, Amendments 2-9
   - c. 14th Amendment

2. There has been a steady improvement in the protection of the rights of minorities.
    a. Court decisions
    b. Civil rights acts
    c. Current legislation
3. The individual citizen should play an important part in furthering and maintaining democratic goals.
    a. Respect for law
    b. Respect for the principles of the Declaration of Independence and the Constitution
    c. Application of these principles to daily living
    d. Responsibility for working toward desirable improvements

Suggested Readings

See page 97

UNIT III. THE AMERICAN PEOPLE

This unit stresses the theme of "unity in diversity." The different origins of our people, the varied occupations they pursue, the richness of their culture – all should be stressed as aspects of the movement of our society in the direction of a better life for all its citizens. Some of the more detailed economic aspects of the development of American industry and of the labor movement and its problems are reserved to the course in economics, while historical highlights are treated here. Opportunities are available for the use of personal experiences and simple statistical materials, and teachers should use these to visualize instruction.

The unit covers characteristics and origins of the American people, immigration, the beginnings of industry and the impact of industry on American life, the worker and his unions, the farmer and his problems, the conservation of natural and human resources, and culture in the United States.

Scope of Unit (20-25 Lessons)

A. The Profile of the American People
B. The People who Came to America – Who They Were – Why They Came
C. How the Attitude of the United States Toward the Immigrant Changed
D. Men and Machinery: The Beginnings of Large Scale Industry in the United States
E. How Industry is Creating a New America
F. Profile of the American Worker: 1960 Census
G. The Growth of Labor Unions
H. The Industrial Revolution and the Farmer
I. The Farmer and his Problems
J. Conservation of Natural Resources
K. Conservation of Human Resources
L. Culture in the United States
M. Some Problems Facing the American People

A. The Profile of the American People

Aims:

To show the composition of the American people.
To develop skills in the use of statistical information.

Points for Emphasis

The present population of the United States shows a mixture of backgrounds, religions and races.

The population of the United States is changing – in age and in areas of residence.

Content

1. The census of 1960 showed the following facts about the population of the United States.
   a. About 180,000,000 people
   b. Varied ethnic and religious backgrounds
   c. Many more in towns and cities than in rural areas
   d. The northeast still most populated.
2. Several trends are evident from the census.
   a. Increase in the rate of growth from the preceding census
   b. Great increase in some sections of the country; loss or no increase in population in others
   c. Increasing proportion of youth and aged
   d. Expansion of metropolitan regions: The megalopolis
3. These trends have been accompanied by problems.
   a. Education and jobs for the young
   b. Care for the aged
   c. Housing
   d. Transportation

B. The People Who Came To America: Who They Were — Why They Came

Aim

To show why people came to the United States.

Points for Emphasis

The United States offered unique opportunities for social and political freedom, and economic advancement.

Terms which are frequently misunderstood and misused should be clarified: e.g., ethnic group (fiction of race), religion, nationality.

Content

1. It is important to define terms which are used to classify groups. (religion, nationality, ethnic group)
2. Conditions in their homelands led people to seek a better life in the United States.
   a. Famine (Irish in 1848)
   b. Limited supply of good lands (Scandinavians in 19th century)
   c. Religious persecutions
      1) Pilgrims, Puritans, Quakers, Catholics, Huguenots in 17th century

        - 2) Mennonites
        - 3) Jews
    - d. Rigid class systems (Great Britain)
    - e. Failure of revolutions
        - 1) Germans and Hungarians in 19th century
        - 2) Hungarians in 20th century
        - 3) Latin Americans

3. American need for labor served to bring many here.
    - a. Chinese in the 19th century
    - b. Europeans in the 19th and 20th centuries
    - c. Puerto Ricans in the mid 20th century
    - d. The Negro – forcibly brought 17th-19th centuries
4. The United States was regarded as "the land of the free" by the downtrodden of the world.

C. How the Attitude of the United States Toward the Immigrant Changed

Aim

To show how American policies toward immigration changed.

To have students examine some present problems of immigration.

Points for Emphasis

Governmental policies toward immigrants reflected changing conditions within the United States.

The immmigration policy of the United States continues to be a controversial issue.

Content

1. Until 1921 we had a policy of unrestricted immigration; only "undesirables" were excluded (insane, criminals, diseased, anarchists, paupers).
2. The demand for restrictive immigration came as a result of changes in the United States and in the origins of new immigrants.
    - a. Fear of "crowding" with closing of frontier and growth of cities
    - b. Fear of competition from cheap labor
    - c. Claim that new immigrants were less easily assimilated.
3. These demands resulted in restrictive legislation.
    - a. Exclusive of Chinese and Japanese
    - b. Quota system
    - c. The current law
4. Immigration problems require continuing evaluation.
    - a. What should we do about political refugees?
    - b. How should we treat the migratory workers from Mexico?

c. How can the United States, with its tradition of asylum and hospitality, allow thousands of immigrants to wait for years in displaced persons camps?

d. Does our own interest force us to continue a policy of restrictive immigration?

D. Men and Machinery: The Beginnings of Large Scale Industry in the United States

Aims

To show how various factors contributed to the industrial growth of the United States.

To show how the story of America's industrial growth was linked with the lives of individual captains of industry.

Points for Emphasis

Geographic, economic and human factors were combined to develop an industrial America.

Skills in reading and interpreting maps, statistics, pictures and graphs are useful in studying major industrial developments in the United States.

Content

1. Our nation had vast natural resources which promoted the growth of heavy industry.
   a. Fertile land
   b. Productive forests
   c. Water for industry and transportation
   d. Mineral resources
2. The shortage of labor required a greater use of machinery.
   a. Immigration and population growth
   b. "Keep moving" tradition
   c. Inventors and scientists
      1) New inventions
      2) Cheaper methods of production
3. Foreign and American investors provided money.
   a. High profits
   b. Government protection
4. Captains of industry shaped the industrialization of America. (Case studies of men like Carnegie, Armour, Morgan, Rockefeller, Vanderbilt, Ford . . .)
5. A vast and increasing domestic market encouraged industrial expansion.
6. By the first World War the United States had become the world's largest industrial power.

E. How Industry Is Creating a New America

Aim

To show how changes in industry have affected the United States.

Point of Emphasis

Rapidly changing industry occupies a central role in American life.

Content

1. Modern industry applies scientific research and new techniques.
   a. Sources of power – wider use of electricity, oil, gas, atomic power
   b. New industries – aviation, electronics, plastics
   c. Automation
2. New industrial leadership has developed.
   a. Professional background, college-trained
   b. Desire for public approval
   c. Leaders such as Watson, Romney, Randall, et al......
3. Industrial development has benefited the United States.
   a. A shield in war and peace
   b. Higher national income
   c. Shorter work week
   d. More equal distribution of wealth.
4. Problems have accompanied progress.
   a. Technological unemployment
   b. Dullness of routine work
   c. Use of leisure time
   d. Dependence on military spending

F. Profile of the American Worker: 1960 Census

Aim

To show how the American people earn a living.

Points for Emphasis

The American labor force has been changing to meet the demands set by changes in production.

Education provides students with skills needed to get and keep jobs in our changing economy.

Content

1. About one-half of our population is employed.
   a. One-third of all workers are female
   b. The 1900 labor force consisted of:

1) Laborer	6%
2) Professional-technical	8%
3) Managerial	10%

4) Farmers, farm laborers, foremen, managers	11.5%
5) Service	11.5%
6) Craftsmen and foremen	13.5%
7) Clerical and sales	19%
8) Operatives	20.5%

  c. About one-quarter of the labor force belongs to unions
2. Several trends have been observed.
   a. Shift from agriculture and mining to manufacturing and service
   b. Population movement from rural to metropolitan areas
   c. More education necessary for employment

G. The Growth of Labor Unions

Aim

To describe the conditions which led to the formation of labor unions in the United States.

To show the advances made for the worker in the United States by organized labor.

Point for Emphasis

Organized labor's successful fight for recognition was slow and hard-fought.

Content

1. Harsh working conditions in the 19th and early 20th centuries created discontent.
   a. Long hours and low wages
   b. Sweatshops and factory towns
   c. Dependence of workers upon employer
2. To remedy these conditions workers organized.
   a. Early attempts
   b. American Federation of Labor: nature, tactics, leaders
   c. CIO: nature, tactics, people
   d. Merger of AFL and CIO
   e. Other unions
   f. Case study of American leaders of labor
3. Organized labor achieved legal acceptance in the United States.
   a. Recognition (Wagner Act)
   b. Limitation of power (Taft-Hartley)
   c. Protection against abuses (Landrum-Griffin)
4. Organized labor has made great contributions to the welfare of all working Americans.
   a. Improvement in wages and hours
   b. Safer working conditions, protection in cases of accident
   c. Standard for non-union as well as labor union labor

H. The Industrial Revolution and the Farmer

Aim

To show the importance of the farmer in the United States.

To describe the changes in the life of the farmer that resulted from the Industrial Revolution.

Points for Emphasis

Though his relative importance has declined, the American farmer remains a important producer and consumer.

The Industrial Revolution has made the farmer's way of life more like that of the industrial worker.

Content

1. The production of food and fibre is important in the United States.
   a. Millions of Americans still live on farms
   b. Farm products are needed by everyone
   c. Farmers buy billions of dollars of goods.
2. The Industrial Revolution continues to change farming in the United States.
   a. Fewer farmers produce more goods
   b. Science and machinery bring surpluses
   c. Communication and transportation keep the farmer in the mainstream of American life (radio, movies, telephone, TV . . .)
   d. New kinds of ownership and labor are important.
      1) "Factory in the field"
      2) Tenant farming)
      3) Migrant and other agricultural workers
      4) Increase in number of scientific and technical workers

I. The Farmer and His Problems

Aim

To show how the farmer has tried to solve his problems.

Point for Emphasis

The farmer has become increasingly involved with government in an effort to solve his problems.

Content

1. The farmer has turned to the government to help reduce the risks of farming.
   a. Prices for farm products; (demand for inflation . . .)
   b. Credit: (Government agencies . . .)
   c. Cost of bringing goods to market (regulation of shipping and storage rates)

   d. Natural disaster: (pest and flood control, weather information, research . . .)

2. Farms today vary considerably in size, kind of crops grown and ownership.
3. The farmer has special problems today. (Case study treatment of some problems: surplus, change in dietary and consumption habits…)

J. The Conservation of Natural Resources

Aim

To show the need for conserving the natural resources of our nation.

Points for Emphasis

The movement for conservation came relatively late in the history of the United States.

The need for conservation will increase in importance.

Content

1. Conservation of natural resources was not recognized as a problem until the twetieth century.
   a. Great natural wealth for a small population
   b. Government "hands off" policy
2. In the twentieth century the need for saving our resources became clear.
   a. "Timber butchery"
   b. Overgrazing
   c. Erosion and exhaustion of soil
   d. Pollution of water
   e. Once-rich iron mines, oil fields, coal mines used up
3. Government regulation has curbed some of these wasteful practices.
   a. Protection of forests and wild life
   b. Safeguarding the soil
   c. Flood protection (Valley Authorities . . .)
4. Conservation remains a serious problem.
   a. Population increase
   b. Greater industrial use
5. There are special conservation problems today. (Case study treatment of some problems: water, erosion, air pollution . . .)

K. The Conservation of Human Resources

Aim

To show the need for conserving our human resources.

Points for Emphasis

The Federal Government has stepped in when the problem has not been solved privately or locally.

Just how much the government should do in this field is still debated.

Content

1. In our American democracy the conservation of human resources has been recognized as necessary.
   a. Human values
   b. Industrial and military importance
2. Private groups play an important part in helping to safeguard our people
   a. Charitable organizations (benevolent, medical research . . .)
   b. Industrial retirement programs and fringe benefits
   c. Foundations
3. Government has played an ever-expanding role in the conservation of human resources.
   a. Education: free, compulsory
   b. Labor laws: compensation, wages and hours, working conditions
   c. Provision for aged, sick, needy and widowed
   d. Establishment of Department of Health, Education, and Welfare
   e. Housing

L. America's Culture

Aim

To develop an appreciation of the culture of America.

Points for Emphasis

The culture of America has reflected American history.

The contributions of the United States to world culture have been important.

Content

1. In our early years Americans concentrated on building a new country; "culture" was largely imported.
2. Now, Americans live in a greatly expanded world of culture.
   a. Modern American culture can be treated by developing one of the following: Education, Art, Science, Literature, Music.
   b. The field chosen should be related to one of the themes of American history, e. g., democracy, industrialism, nationalism, sectionalism.
   c. The study of American culture should show the contributions of ethnic, religious, racial, and national minorities to the richness of American life.

M. Some Problems Facing the American People

Aims

To make students aware of current problems in our American society.
To develop skills in using current materials.

Points for Emphasis

There are no easy answers to most modern social problems.
Good citizens must make choices on the basis of available evidence.

Content

The following are suggested: The teacher and students should develop lessons dealing with modern problems in a manner consistent with the interest and ability level of the class.

1. The role of education in the United States – for what, for whom, for how long?
2. The increase in leisure – what to do with this free time?
3. The effect of mass media – for better or worse?
4. Larger percentage of the aged – darkness and despair or "the golden years."
5. Integration of minorities.

Suggested Readings

See page 98

UNIT IV. UNITED STATES FOREIGN POLICY— THE GROWTH OF LEADERSHIP AND RESPONSIBILITY IN HUMAN AFFAIRS

With world problems becoming ever more important in the lives of our people, it is appropriate to conclude the year's study of American history with a unit on foreign policy. The student must realize that, whether he likes it or not, what happens any place on the globe will affect his life, and that he must know the "why" and "where". It is apparent that a good deal of attention must be given to the geographic knowledge and skills related to material being considered.

Topics A-Q are organized chronologically to provide historical background. Topics R to Z cover more current poblems. Teachers may assign appropriate weight here in terms of developments at the time of instruction. Lessons R to Z can be inserted in appropriate places in the A-Q sequence. Since slower children face reading difficulties, the teacher must give special attention to finding appropriate audio-visual and other materials to help these children find adequate sources of information.

The unit traces the origins and development of American foreign relations and policy in all areas of the world down to the present. It concludes with a consideration of some of the major problems of our own day.

Scope of Unit (30-35 Lessons)

A. Why Must the United States Play a Part in World Affairs Today?
B. How Foreign Policy Is Made in the United States
C. Isolation – Our Earliest Policy
D. The Little War with Big Results
E. Why the Caribbean Was Called an American Lake
F. How the United States Became a Pacific Power
G. The United States – Empire-Builder or Freedom-Giver?
H. The United States Tilts the Scales in the First World War
I. United States Foreign Policy after World War I.
J. The World Threatened by the Rise of Totalitarian States
K. "All Aid to the Allies Short of War"
L. The Road to Pearl Harbor
M. The United States and World War II
N. Not Peace, but the Cold War
O. How the United States Met the Threat of Soviet Expansion
P. The "Cold War" Turned Hot in Korea
Q. The U.N. Mankind's Last Best Hope
R. Germany – Dynamite of the Cold War
S. The Promise of a United Europe

T. The Menace of Red China
U. The Middle East – Hot Spot of the Cold War
V. Africa – a Continent in Turmoil
W. Latin America – Our Neighbor to the South
X. Do We Help Ourselves When We Help Others?
Y. Nuclear Energy – Blessing or Curse?
Z. Can We Achieve a World Without Guns?

A. Why Must the United States Play a Part in World Affairs Today?

Aim
To explain our role in world affairs.

Point for Emphasis
World affairs are shaping the lives of every American.

Content

1. World affairs affect us in many ways.
   a. The draft
   b. Taxes
   c. Use of resources
   d. Tension – threat of annihilation
   e. Cultural exchanges
2. Serious challenges threaten world peace.
   a. Conventional and nuclear arms control
   b. The Cold War
   c. Unrest in under-developed areas
3. The United States is important in world affairs.
   a. Size, population, industrial power
   b. Moral and cultural influence
   c. Role in World War I, World War II and the post-war world

B. How Foreign Policy Is Made in the United States

Aim
To have students understand the varied factors that go into making foreign policy in the United States.

Point for Emphasis
The president is the most important single factor in making foreign policy.

Content

1. The meaning of foreign policy.
2. The president plays the key role in making foreign policy.

    a. Recognizes countries
    b. Appoints officials
    c. Commander-in-chief of armed forces
    d. Leader of party
    e. Shaper of public opinion
3. His opinions are formed by many influences.
    a. Official and unofficial advisers
        1) State Department
        2) National Security Council
        3) CIA
        4) "Kitchen Cabinet"
    b. His own personality
4. Congress may limit the president.
    a. Enactment of, or refusal to enact, appropriations or other legislation
    b. Senatorial role in approval of appointees and ratification of treaties
5. Public opinion affects foreign policy.
    a. Public opinion is formed in many ways
        1) Mass meda
        2) Special interest groups
        3) Hearsay
    b. Public opinion influences the decisions of officials.

C. Isolation — Our Earliest Policy

Aim

To show why the United States followed a policy of isolation.

Point for Emphasis

Political isolation was the basic policy of the United States in foreign affairs for more than 100 years.

Content

1. Our policies were rooted in conditions peculiar to the United States at that time.
    a. Military weakness
    b. Geography
    c. Westward expansion
    d. Role of England
2. The United States had no "entangling alliances" for more than a century, yet our "isolation" was never complete.
    a. Washington's Farewell Address
    b. Louisiana Purchase
    c. Embargo Act and the War of 1812
    d. Monroe Doctrine

D. "The Little War with Big Results"

Aim

To show how the Spanish-American War helped us to the position of a world power.

Point for Emphasis

The Spanish-American War was a turning point in American foreign policy.

Content

1. The growth of industry and trade helped shift our outlook beyond the boundaries of the continent.
2. Several factors involved us in a war with Spain.
   a. Economic interests in Cuba
   b. "Yellow journalism"
   c. Humanitarianism
   d. "Remember the Maine"
3. Although we were not prepared for war, Spain was easily defeated.
   a. Problems of supply
   b. Casualties caused by disease
   c. Individual heroes achieved national prominence
      1) Theodore Roosevelt
      2) Admiral Dewey
4. By the war's end we had become a world power.
   a. Acquisition of colonies in the Pacific
   b. Dominant status in the Caribbean
   c. Need for a large navy
   d. Need for a canal across Panama

E. Why the Caribbean Was Called an American Lake

Aim

To show how the United States came to dominate the Caribbean area.

Point for Emphasis

Policies followed by the United States aroused hostility among most Latin Americans.

Content

1. Economic interest and military security were forces which led to American domination of the Caribbean.
   a. Acquisition of Puerto Rico
   b. Establishment of protectorate in Cuba
   c. Building of the Panama Canal

2. Special policies were developed to satisfy our requirements.
   a. Roosevelt Corollary
   b. "Dollar Diplomacy"
3. Our actions in the Caribbean area created mixed feelings in the United States and generally brought forth hostility in Latin America.
   a. Reasons for the feelings held in the United States
   b. Reasons for the feelings held in Latin America

F. How the United States Became a Pacific Power

Aim

To help students understand the role of the United States in the Pacific.

Point for Emphasis

America's traditional interest in the Pacific deepened and broadened after 1898.

Content

1. The United States had long ties with the Pacific nations.
   a. China
   b. Japan
   c. Hawaii
2. After the end of the Spanish-American war we were an imperial nation in the Pacific.
   a. Territorial acquisition
      1) Philippines
      2) Guam
      3) Hawaii
   b. Widespread economic interests
   c. Special policies
      1) "Open door"
      2) "Gentleman's Agreement"

G. The United States—Empire Builder or Freedom-Giver

Aim

To show how the United States has attempted to solve the problems arising from overseas possessions

Point for Emphasis

Our experiences with overseas possessions led to the development of new approaches to the problems of colonial peoples.

Content

1. The American colonial empire was a mixed blessing.
   a. Advantages
      1) Economic opportunities

    - 2) National prestige
    - 3) Military strength
  - b. Problems
    - 1) Government of possessions and protectorates
    - 2) Economic costs
    - 3) Defense
    - 4) Rising nationalism
- 2. The United States has offered several answers to colonialism.
  - a. Latin America – "Good Neighbor Policy"
  - b. Puerto Rico – Commonwealth status
  - c. Hawaii – statehood
  - d. Philippines – independence

H. The United States Tilts the Balance in World War I

Aim

To explain the role of the United States in World War I

Points for Emphasis

The United States entered World War I only after a long struggle to remain neutral.

United States participation in World War I created additional international responsibilities for us.

Content

- 1. Europe was a "powder keg" in 1914.
- 2. The United States tried to remain neutral but finally went to war in 1917.
  - a. Reasons for early neutrality
    - 1) Isolationist tradition
    - 2) Various national origins of our population
    - 3) Pacifism
  - b. Reasons for intervention
    - 1) Unrestricted submarine warfare
    - 2) Economic and cultural ties with Allies
    - 3) Fear of German victory
    - 4) Idealism – "Make the World Safe for Democracy"
  - c. War leaders
- 3. United States participation in World War I increased our role in world affairs.
  - a. Military activities
  - b. Wilson at Versailles – League of Nations
  - c. Disarmament Conference
  - d. War debts and reparations

I. United States Foreign Policy After World War I

Aim

To explain the policies of the United States after World War I

Point for Emphasis

Our attitude toward world affairs helped make possible the conditions leading to World War II.

Content

1. The United States tried to return to isolationism after World War I.
    a. Isolationist tradition
    b. Disillusionment with the results of World War I.
    c. Failure to join the League of Nations
    d. Neutrality legislation
2. The United States still "looked outward" to some extent.
    a. Arms limitation (Washington Conference)
    b. Peace Movement (Kellogg-Briand Pact)

J. Our Role in a World Threatened by the Rise of Totalitarianism

Aim

To show our reactions to the problems posed by the totalitarian states.

Point for Emphasis

The United States took no consistent action against the totalitarian states.

Content

1. Actions of the dictatorships brought varied United States reactions.
    a. Japan
        1) Expansion in the Far East
        2) Stimson Doctrine
    b. Fascist Italy
        1) Ethiopian War
        2) Neutrality Act
    c. Nazi Germany
        1) Expansion in Europe – formation of the Axis
        2) Reaction of American public opinion
    d. Soviet Russia
        1) Actions of the Comintern
        2) Delayed recognition
2. The depression of 1929 occupied the interests and attention of the United States in this period.

K. "All Aid to the Allies Short of War"

Aim

To explain U. S. foreign policy during the early years of World War II.

Points for Emphasis

U. S. policy attempted to prevent an Axis triumph in World War II while keeping us out of war.

Although hostile to Nazism we were not ready for military commitment.

Content

1. Nazi aggression was the basic cause of World War II.
2. The United States was not united behind any single policy.
    a. Interventionists
        1) Revulsion from Nazi brutality
        2) Defense of Western civilization
    b. Isolationists
        1) America First Committee – "This war is no concern of ours"
        2) "Merchants of death" cause war
    c. Uncommitted majority
        1) Domestic problems loomed larger
        2) Fear of war
3. U. S. policy called for support of England and France.
    a. Shift from "neutrality" to "all aid short of war"
        1) End of arms embargo
        2) Destroyers for bases
        3) British-American naval cooperation
    b. "Arsenal of democracy"
        1) Draft
        2) Shift of industry to war production
    c. Atlantic Charter

L. "A Day That Will Live In Infamy'

Aim

To explain why Japan attacked the United States

Points for Emphasis

The roots of Japanese-American conflict lay deep in the past.

Lack of vigilance provided opportunity for a sneak attack.

Content

1. Conflicting interests in the Far East were the key to Japanese-American problems.
    a. China and the Open Door Policy

   - b. Japanese military aggression in China
   - c. Japanese economic penetration of the Far East
   - d. American interests in the Philippines

2. There were other sources of friction.
   - a. U. S. immigration policy
   - b. Naval rivalry
   - c. Rome-Berlin-Tokyo axis
   - d. Anti-Japanese feeling in the United States

3. December 7, 1941.
   - a. Japanese militarists glorified war
   - b. Japan expected to solidify Eastern Asia and knock out our capacity and will to counter attack

4. The aftermath of Pearl Harbor.
   - a. Crippling of the Pacific Fleet
   - b. A united nation

M. The United States and World War II

Aim

To show how modern warfare has made international cooperation vitally necessary.

Points for Emphasis

World War II, the most destructive conflict in history, pointed up the necessity for the elimination of war as an instrument of international policy.

World War II convinced most Americans that isolationism had to be abandoned in favor of international cooperation.

Content

1. World War II extended the scope of modern warfare.
   - a. Global in scope
     - 1) Continental invasions of Africa and Europe
     - 2) Island-hopping in the Pacific
   - b. Enormous human and economic costs
   - c. Total involvement of civilians
   - d. Harnessing of scientific and technological knowledge
   - e. Development and use of the A-bomb

2. There were "giants in those days".
   - a. National leaders
     - 1) F.D.R.
     - 2) Churchill
     - 3) Stalin

    b. Military commanders
        1) Marshall
        2) Eisenhower
        3) MacArthur
        4) Others
3. The birth of the United Nations showed the willingness of the United States to assume international responsibilities.

N. Not Peace—But the "Cold War"

Aim

To help pupils understand the nature of the "Cold War".

Points for Emphasis

The Cold War uses many "weapons".
The Cold War may well be with us for many years.

Content

1. The aftermath of World War II brought out basic conflicts between the U. S. S. R. and the West.
    a. Russia's rise to international power
    b. Government of occupied areas
    c. Control of atomic energy
2. The Cold War is many-sided and world-wide.
    a. Political – "free world vs. Communist world"
    b. Economic – trade and aid rivalries
    c. Military – regional defensive pacts and "brush-fire" wars
    d. Propaganda Warfare – the free world and the Iron Curtain
3. The problems raised by the Cold War have not had easy solutions.
    a. World wide tension
    b. Arms race
    c. Conflict over underdeveloped areas
    d. Neutralism

O. How the United States Met the Threat of Communist Expansion

Aims

To describe the United States response to the threat of Communism after World War II.
To evaluate the success of that response.

Point for Emphasis

A major element of American foreign policy in the Cold War has been the policy of "containment."

Content

1. We met the Soviet challenge in many ways.
   a. Economic
      1) Marshall Plan to rehabilitate Europe
      2) Point IV to assist underdeveloped areas
   b. Military
      1) Truman Doctrine
      2) Eisenhower Doctrine
      3) Mutual Security Program
      4) Berlin Airlift
   c. Regional Pacts
      1) Defense of North Atlantic (NATO)
      2) Defense of the Western Hemisphere (OAS)
   d. Evaluation of the preceding policies
2. Alternatives to containment were suggested.
   a. "Fortress America" – isolationists
   b. Liberation of captured areas – Radio Free Europe during the Hungarian Revolution
   c. Disengagement – withdrawal from Communist borders
   d. "Peaceful coexistence"

P. The Korean "Police Action"— Stalemate or Victory?

Aim

To show how the United States met the challenge of Communist expanpansion in Korea.

Point for Emphasis

The Korean "police action" showed American determination to use force to prevent the spread of Communism.

Content

1. The Korean War was an outgrowth of earlier Korean history.
   a. Control by China and Japan
   b. Division created by World War II
   c. North Korean attack
   d. United States support of South Korea
   e. Russian walkout allowed for UN involvement
   f. Entrance of Communist Chinese "volunteers" prevented a UN military victory
   g. End of hostilities
2. The Korean War prevented the conquest of South Korea by the Communists.
   a. The United States used force to prevent Comunist expansion

   - b. A limited war was fought
      - 1) Military bases in "neutral" areas were not attacked
      - 2) Atomic weapons were not used
   - c. An international army under the UN was successfully used
   - d. A divided Korea at the 38th Parallel was maintained
3. Should the Korean War have been extended to Communist China?
   - a. "The wrong war at the wrong time in the wrong place" . . . Bradley
   - b. ". . . attack the home bases!" . . . MacArthur

Q. The UN—"Mankind's Last Hope"

Aim

To help students understand how the UN seeks to keep the peace.

Points for Emphasis

The basic purpose of the UN is to promote international peace and security.

The success of the UN is limited by the confederate structure of the Charter, and power politics.

Content

1. The UN attempts to maintain international peace and security.
   - a. Security Council
   - b. General Assembly
   - c. International Court of Justice
   - d. Secretariat
2. The UN seeks to promote economic and social progress.
3. The UN seeks to promote freedom and justice.
   - a. Trusteeship Council
   - b. Commission on Human Rights
4. The UN is an evolving institution
   - a. The power of small nations has grown
      - 1) "Uniting for peace" resolution strengthens the General Assembly
      - 2) East and West vie for support in UN
      - 3) Increasing proportion of total membership
   - b. There have been proposals for change which may affect the UN.
      - 1) Limitation on veto
      - 2) Admission of new states, e. g. Red China
      - 3) Change in amendment procedure
      - 4) Compulsory referral of international disputes of International Court of Justice
      - 5) Mandatory payment of UN expenses
      - 6) Troika proposal

        7) Ban on regional pacts
        8) Atoms for peace

5. The UN has had successes and failures.
    a. Successes
        1) Work of the specialized agencies
        2) Independence of nations, e. g., Indonesia, Israel, Cameroons ..
        3) Settlement of disputes, e. g., Suez, Kashmir
        4) Defense of freedom, e. g., condemnation of apartheid, intervention in Korea
    b. Failures
        1) Disarmament
        2) Cold War conflicts
        3) Hungarian Revolution

6. Evaluation of current United States policy toward the UN.

R. Germany—Powder Keg of the Cold War

Aim

To explain United States policy toward a divided Germany.

Point for Emphasis

Berlin, in Germany, and Germany, in Europe, are key areas for the cold war in the West.

Content

1. Germany remains a major factor in the life of Europe.
    a. Location
    b. Industrial capacity
    c. Military potential

2. Germany s national history has served to create fear in Europe.
    a. Militarism and World War I
    b. Hitlerism and World War II

3. Germany's present divided status is a result of World War II.
    a. West Germany – rebuilt with American assistance
    b. East Germany – Russian satellite
    c. Berlin – symbol of divided Germany

4. The United States and the U.S.S.R. pursue conflicting policies in Germany.
    a. Russian policy
        1) Russian experience in World War II – fear of remilitarized and united Germany
        2) Economic "miracle" of West Germany attracted refugees to West Berlin, away from East Germany

    3) Russian attempts to have East Germany recognized have resulted in "the wall" and other measures
    1) Our commitments to Berlin and West Germany grew out of results of World War II.
    2) The importance of West Germany in the Atlantic Community has placed it under our defense "umbrella."
5. Evaluation of current United States policy in Germany and Berlin.

S. The European Union—A Vital, New Power Complex in Old Europe

Aim
To have students understand the importance of a united Europe for the United States.

Point for Emphasis
The success of European unification would mean the creation of a new super-power of 300,000, 000 people.

Content

1. Beginning on an economic basis, Europe is now moving toward political unity.
    a. Easier exchange of raw materials, e.g., coal and iron, agricultural products
    b. Expansion of Common Market to other nations, Britain, Scandinavia . . .)
    c. Easier exchange of manufactured goods (Common Market
    d. Political Union (European Assembly)
2. The success of European unification would have far-reaching effects.
    a. Increased economic growth in Europe
    b. A powerful, economically successful Europe would be able to resist Comunist subversion and infiltration in Europe
    c. The U. S. would have a partner in its programs for aid to the underdeveloped nations and resistance to the spread of Communism throughout the world
3. How is European unification affecting United States policies?

T. The United States and China

Aim
To explain the policy of the United States toward China

Point for Emphasis
Communist domination of China poses major problems for United States policy.

Content

1. In spite of commercial interests, United States policy toward China before World War II was in response to the action of other nations.
   a. Early American commercial interests and acquisition of the Philippines.
   b. European sphere of influence – led to the Open Door and the Boxer Rebellion
   c. Japan's 21 Demands during World War I – led to United States pressure for Chinese independence
   d. Japanese aggression in Manchuria – led to the Stimson Doctrine
2. The spread of Communism in China challenged United States policy.
   a. After World War II the uneasy truce between Communist and Nationalist China ended
   b. Communist victory on the mainland drove Nationalists to Formosa.
   c. United States support of Nationalist China made Formosa a link in our defense chain.
3. United Staes policy must deal with the following:
   a. The nature of the Nationalist government on Formosa – the role of Chiang Kai Shek
   b. The nature and existence of a militant Chinese Communist government and 700,000,000 Chinese
   c. Pressure in the UN for the admisssion of Communist China
   d. The relationship between Communist China and the USSR in the Communist world

U. The Middle East—"Hot Spot in the Cold War"

Aim

To explain the problems the Middle East poses for American foreign policy

Point for Emphasis

The support of nations in the Middle East is a major stake in the Cold War.

Content

1. The Middle East, "crossroads of the world", is a great trouble spot.
   a. Political conditions: Arab rivalries, hostilities between Israel and Arab states, virtual feudalism in some nations
   b. Social and economic conditions: great poverty existing amid oil-based wealth
   c. Communist influence: local parties, economic-military aid

2. United States policies have tried to prevent Communist penetration of the region
    a. Economic military aid
    b. Support of sympathetic government
    c. Eisenhower Doctrine
3. Hostility between Israel and the Arab states has further complicated American policy.
    a. Both groups have supporters in the United States.
    b. United States proposals on economic development and refugee problems were rejected by both sides.
4. Evaluation of American problems

V. Africa — Continent in Turmoil

Aim

To show how American policies have become increasingly concerned with African problems.

Points for Emphasis

Africa is changing so rapidly that our own policies should be flexible enough to meet new conditions.

Content

1. Africa is now of great importance in world affairs.
    a. Growing population
    b. Strategic location
    c. Increased market
    d. Resources
    e. Role of African nations in the UN
    f. A new front in the Cold War
2. "Africa" has a great diversity of nations and problems.
    a. Moslem nations
    b. Negro republic
    c. Republic of South Africa
    d. Important leaders of the above
3. Conditions on the continent have made the transition to stable independence difficult.
    a Tribalism
    b. Rising nationalism
    c. Racialism
    d. Economic underdevelopment
    e. Remains of colonialism
    f. Lack of trained leadership and experienced electorates

4. Some Africans look upon the United States with suspicion.
    a. United States' alliances with colonial powers
    b. Evidences of discrimination in the United States
5. American policies and programs have tried to join our interests with those of the Africans.
    a. Economic aid
    b. Technical assistance
    c. Support for self-determination
    d. Opposition to colonialism
    e. Educational assistance
6. Evaluation of the preceding.

W. Latin America—Our Neighbors to the South

Aim

To show the importance of a friendly, prosperous Latin America for the United States.

Points for Emphasis

The present world-wide ferment has reached Latin-America.

The "revolution of rising expectations" gives the United States an opportunity to demonstrate the advantages of a free system over communism.

Content

1. Latin America is important to the United States.
    a. Effects of the rapid increase in population
    b. Expanding market
    c. Resources
    d. Locations
2. Latin American nations vary widely in political maturity and standard of living. (Illustrate with appropriate examples.)
3. Certain developments have brought about hostility toward the United States and desire for change in much of Latin America.
    a. American policy, 1900-1930
    b. Economic problems: poverty, lack of industrialization, one-crop economies, domestic and foreign exploitation
    c. Nationalism
    d. Castro revolution in Cuba
    a. Increasing desire of common man for a better life
4. The United States is making efforts to help the people of Latin America.
    a. Cooperation through the O.A.S.
    b. Alliance for Progress
    c. Other economic and technical assistance
5. Evaluation of the preceding.

X. Do We Help Ourselves When We Help Other Nations?

Aim

To help pupils to understand the foreign aid policy of the United States.

Point for Emphasis

Foreign aid has become an essential part of our foreign policy.

Content

1. Since 1945 the United States has increased its program of economic, technical and military aid to many countries throughout the world.
2. The program of foreign aid has had several purposes.
   a. To halt the spread of communism
      1) Strengthening governments opposed to communism
      2) Raising the standard of living to provide fewer opportunities for Communist propaganda
   b. To express American humanitarianism
   c. To help the American economy
3. There have been objections to the foreign aid program.
   a. It is a drain on the taxpayer
   b. It has not always succeeded in winning friends for the United States
4. Those in favor of foreign aid have strong arguments.
   a. Most foreign aid funds are spent in the United States – stimulating our own economy
   b. If our own program is discontinued we would leave the foreign aid program of the U.S.S.R. unopposed
5. Modifications of the foreign aid programs have been proposed.
   a. Greater participation by prosperous nations in Europe
   b. More stringent requirements for the use of funds
   c. Funds appropiated for longer periods of time to permit long-range planning
   d. Funds for foreign aid should be channeled through UN

Y. Nuclear Energy—Blessing or Curse?

Aim

To show that using atomic energy for everyone requires world cooperation

Point for Emphasis

The development of nuclear energy as a revolutionary source of power has tremendous impact on American foreign policy.

Content

1. Scientists have unlocked the secrets of the atom.
2. Nuclear energy can be a blessing or a curse.
   a. Atoms for peace

        1) Nuclear-powered ships and dynamos are a reality — wider use of nuclear power for the future is a certainty
        2) Medical use has expanded
        3) Peacetime problems are developing
            a) Disposal of waste products
            b) Competition with other power sources
    b. Atoms for war
        1) The possible devastation that could be caused by nuclear war has increased through improvements in bombs and delivery systems
        2 Pollution of the air occurs in atmospheric testing
3. How can the atom be harnessed for the benefit of mankind?
4. There are important implications for American policy.
    a. Control of raw materials
    b. Relations with atomic powers
    c. Relations with non-atomic powers

Z. Can We Achieve a World Without Guns?

Aim

To show the need for, the problems involved in, and the steps taken toward arms limitation

Point for Emphasis

Though very difficult to achieve, control of armaments is more important now than ever.

Content

1. The destructiveness of nuclear weapons makes the issue of disarmament more vital than ever.
2. The difficulties of disarmament or arms control are very great.
    a. Can effective control take place? — inspection — enforcement
    b. Will a nation give up nuclear weapons when faced with superiority in conventional weapons?
    c. Can new powers be prevented from joining the "atomic club"?
    d. To what extent does our national economy depend on military production?
    e. Can mutual good will be built up to promote the climate necessary for arms limitation to succeed?
3. If a large portion of the money spent on weapons could be used for peaceful purposes . . .
4. Efforts to achieve disarmament.

Suggested Readings

See page 100

ECONOMICS COURSE OF STUDY (Non-Regents)

UNIT I. HOW YOUR HABITS OF SPENDING AND SAVING AFFECT YOU AND THE ECONOMY IN WHICH YOU LIVE

Everyone is a consumer, and every consumer, particularly the slower child, should be aided to a careful consideration of his expenditures. Youngsters should be guided to recognize the wide variety of choices in today's markets, the need for weighing quality and price factors, and the value of additional information concerning products sought. Students can be helped to see that the wisdom of their consumer choices in our market economy affects production, service, and the growth of the economy.

The unit begins with an examination of problems facing the consumer, explains how prices are set, describes how the consumer may find assistance in wise buying, points up the values of budgeting, and concludes with a treatment of insurance matters.

Scope of Unit

A. Problems of the Consumer.
B. Getting the Most for your Money.
C. Price Determination.
D. Management of Personal Finances.
E. Insurance.

A. What Important Problems Does the Consumer Face?

Aim
To show that it is difficult to decide what to buy.

Point for Emphasis
Consumer buying requires making many choices.

Content
1. Individual needs, preferences and means affect what people buy.
2. The great number and variety of goods and services on the market creates problems.
3. Social pressures make people buy things.
4. Advertising influences consumer choices.
5. Consumers are often uninformed about the products they buy.

B. How Can the Consumer Get the Most for His Money?

Aims

To help students develop better buying habits.

To develop a concern for consumer protection.

Points for Emphasis

Every consumer must weigh available information to buy wisely.

Consumers may be helped by governmental and non-governmental agencies.

Each consumer has an obligation to report improper practices to the proper agency.

Content

1. Consumers must be alert to possible frauds or misinformation.
    a. Misleading advertising may cause us to spend money foolishly
    b. False sales and bargains sometimes trick the consumer
    c. Contracts may contain hidden clauses
    d. Below standard goods and services may be offered to the consumer
2. Advertising must be considered carefully.
    a. The main purpose of advertising is to sell goods
    b. Advertising may encourage unwise buying
    c. Advertising may provide useful information
3. The government aids the consumer.
    a. The Bureau of Consumer Frauds checks on unfair business practices
    b. Information for consumers is given out by the Department of Health, Education and Welfare, as well as by other federal, state, and municipal agencies
    c. Misleading advertising is checked by the Federal Trade Commission
    d. The Post Office takes action against people who use the mails to defraud
    e. Food is inspected by the Department of Agriculture
    f. Weights and measures are checked by New York City
4. Non-governmental agencies may aid the consumer.
    a. Fraudulent business practices may be exposed by the Better Business Bureau
    b. Professional associations like the A.M.A. and the A.D.A. certify the quality of certain medical and dental supplies
    c. Trade associations like the Underwriters Laboratories and the Fire Underwriter certify the quality and safety of certain electrical appliances

   d. Private consumer organizations like Consumers' Union and Consumers' Research test and rate products for their members

5. Observing certain rules aids wise buying.
   a. Buy at the right time
   b. Buy at the right place (Shop around)
   c. Buy in the right quantity
   d. Buy the best quality for the amount you wish to spend
   e. Buy with a knowledge of weights, measures and grades
   f. Report below standard goods and services to the proper agencies
   g. Buy within your means

C. How Are Prices Determined?

Aim
To show that many factors affect prices.

Point for Emphasis
Everyone who buys and sells affects prices.

Content

1. Prices are affected by a change in the demand for a good.
2. Prices are affected by the change in the supply of a good.
3. Monopolies affect prices.
4. Advertising may affect prices.
5. The availability of substitutes may affect prices.
6. Prices are related to the cost of making and distributing goods.

D. How May Careful Management of Personal Finances Result in Better Living?

Aim
To show the advantages of planned spending and saving.

Points for Emphasis
Planned saving provides a measure of security.
Thinking about how you manage your income leads to wiser spending.
Competent advice should be sought before money is invested.
Buying on credit is more expensive than buying for cash.

Content

1. A budget helps you balance spending and income.
   a. A budget is a plan for spending and saving
   b. A budget is made so that you don't spend more than you should

   - c. A budget is made by listing all the family's financial needs ahead of time so that provision can be made for needs before the money is spent on "extras"
   - d. A special or regular checking account may help in budgeting
2. Savings provide funds for special needs.
   - a. Savings serve for many purposes
   - b. People save in many ways
   - c. Government protects savings
   - d. Investment is a form of savings
3. Buying on credit has many pitfalls.
   - a. Cash vs. credit buying
   - b. There are many kinds of credit
     - 1) Charge accounts
     - 2) Installment buying
       - a) Advantages
       - b) Disadvantages
     - 3) Borrowing money
     - 4) Credit cards
   - c. Some rules for wise credit buying

E. How Does Insurance Help the Consumer?

Aims

To explain the purposes and types of insurance.
To establish principles for buying insurance wisely.

Points for Emphasis

The uncertainties of modern life require insurance programs
Insurance should be bought with care.

Content

1. Insurance can provide property protection.
   - a. Fire insurance
   - b. Theft and burglary insurance
   - c. Automobile insurance
   - d. Liability insurance
2. Insurance can provide personal protection.
   - a. Life insurance: term, straight life, limited payment, industrial
   - b. Accident and health insurance
3. Insurance can provide savings.
   - a. Endowment insurance
   - b. Income retirement plans (annuity policies)
   - c. Advantages and disadvantages of these forms of insurance policies. (effects of social inflation)

4. Social insurance protects the individual.
    a. Workmen's Compensation
    b. Old age and survivors' program in social security
    c. Unemployment insurance
    d. Life insurance for service men and women
5. Principles you should follow in purchasing insurance.
    a. Analyze your needs before buying
    b. Don't buy more than you can afford
    c. Don't shift from one policy to another without careful investigation as to possible losses.
    d. Select a reliable agent
    e. Buy from a reliable company
    f. Read your policy; know what is in it
    g. Make sure that the premium you are paying gives you maximum coverage.

Suggested Readings

See page 101

UNIT II. WHY YOU SHOULD BE CONCERNED WITH YOUR OWN, NATIONAL AND INTERNATIONAL STANDARDS OF LIVING

As the "revolutions of rising expectations" throughout the world make very clear, all of mankind is now deeply aware and seriously concerned with living standards. Further, the very challenge of communism to the supporters of free enterprise takes the ground that it can ultimately provide better living for the people of the world. Students should be helped to understand the concept of standard of living, to examine the factors which have contributed to the high living standards of all Americans, and to see the relationship of American standards of living to those of the rest of the world.

This unit attempts a survey of our living standards, shows the many variables related to achieving, maintaining, and raising our and other living standards, and concludes with an effort to establish the interdependence of standards of living.

Scope of Unit

A. The American Standard of Living.
B. Factors in the Rising American Standard.
C. The International Interdependence of Standard of Living.

A. What is the American Standard of Living?

Aim

To develop an understanding of the meaning of standard of living and of the factors which affect it.

Points for Emphasis

Standards of living in the United States vary.

Most people in the United States enjoy the highest living standards in the world.

Content

1. Your standard of living is the kind of life to which you are accustomed.
2. Standards of living depend upon many different factors.
   a. Type and level of economic activity in a community or country
   b. Buying habits
   c. Geographic conditions, particularly resources
   d. Health problems
   e. Number of dependents
   f. Standards of neighbors
   g. Government activity

3. The American standard of living is generally higher than that of any other country
    a. Variety of well developed natural resources, and abundant reserves
    b. American technical skills
    c. Free public education
    d. Individual initiative under free enterprise system
    e. Government services and support

B. Why Is the American Standard of Living Still Rising?

Aim

To show how government, business, labor, and the individual may and do contribute to the continued rise of the American standard of living.

Point for Emphasis

Every person in the United States can contribute to raising his own standard of living and the nation's well-being.

Content

1. Government helps the rise of living standards for Americans.
    a. Minimum wage laws
    b. Expanded social security
    c. Aid to depressed areas
    d. Health programs
    e. Consumer education
    f. Improved educational opportunities
2. Business and labor contribute to higher living standards.
    a. Development of new products
    b. Development of more efficient techniques of production
    c. Collective bargaining agreements
3. Each individual should help himself to raise his own standard of living.
    a. By improving work skills and habits
    b. By learning to spend wisely
    c. By taking advantage of educational opportunities

C. Why Is It in Our Interest to Help People in Other Countries, as well as in the United States, to Raise Living Standards?

Aim

To point out how poverty anywhere may affect living standards everywhere.

Point for Emphasis
The living standards of people all over the world are interdependent.

Content

1. **Poverty still exists in the midst of plenty.**
   - a. **Uneven distribution of natural resources**
   - b. **Natural calamities**
   - c. **Changing industrial and agricultural patterns**
   - d. **Cultural and educational handicaps**
   - e. **Economic recessions**
2. **The economic well-being of one country affects the well-being of other countries.**
   - a. **People with high living standards buy from other countries**
   - b. **Selling in other countries creates jobs**
   - c. **Poverty leads to unrest, revolution, and wars**
   - d. **Economic well-being tends to promote world peace**

Suggested Readings

See page 102

UNIT III. WHY AN UNDERSTANDING OF BUSINESS IS SIGNIFICANT FOR YOU

Making meaningful to young people how the free enterprise system operates to provide the goods and services required by consumers necessitates a treatment of the role of businessmen in our economy. Stress should be placed on the contributions made by all types of business organizations to economic life. There is an opportunity here to help young people understand the problem faced by the businessman in assuming the risks of enterprise. The issue of consumer protection becomes relevant in terms of the reasons for and the types of government regulation of business activity.

This unit describes the vital contributions of business to the American economy, seeks to personalize the problems of the businessman, points out the various types of business organization, examines big business and large scale production, treats the problems of monopoly, and studies the issue of governmental regulation of business.

Scope of Unit

A. Business in American Life.
B. The Corporation.
C. Big Business and Large Scale Production.
D. Monopolies.
E. Government Regulation of Business.

A. What Part Does Business Play in American Life?

Aims

To describe the vital contributions made by American business to our economic life.

To define the major forms of business organization.

Points for Emphasis

The economic well-being of the United States depends upon business, small and large.

The single proprietorship is the most numerous, but the corporation is the most powerful type of business organization.

Content

1. Business is an essential part of American life.
    a. Assuming risks of production is a needed service
    b. Business provides employment
    c. Business provides goods and services
        1) Helps the economy expand
        2) Introduces new products

2. A businessman must make many decisions.
   - a. How shall I get the money I need?
   - b. How shall I get the workers I need?
     - 1) What kinds of workers shall I hire?
     - 2) How many workers will I need?
     - 3) What wages should I offer?
     - 4) Are the workers I need available?
   - c. Where should I locate my business?
   - d. Have I arranged to comply with all government regulations affecting my business?
   - e. How shall I obtain necessary raw materials?
   - f. How shall I market my products?
3. Many businesses are small.
   - a. Enables man to be his own boss
   - b. Makes personal contact with customers possible
   - c. Makes interested supervision possible
   - d. Generally caters to a local market (service industries)
4. Small business is organized in several ways.
   - a. Single proprietorship
   - b. Partnership
   - c. Corporation

B. Why Does Big Business Favor the Corporate Form of Organization?

Aim

To point out the advantages and disadvantages of the corporation.

Point for Emphasis

Limited liabiility and effective machinery for raising large sums of money are the special advantages of the corporation.

Content

1. The corporation has many advantages.
   - a. You can't lose more than you invest. (Limited Liability)
   - b. A corporation may continue even if individual shareholders die. (Unlimited life)
   - c. It is easy to sell your share of the business
   - d. Ease of raising large sums of money
   - e. Broad base of ownership.
2. The corporate form makes it easy to raise large sums of money.
   - a. How a corporation gets money
     - 1) Sale of Stock
       - a) Common
       - b) Preferred
     - 2) Sale or bonds

    - b. Why people buy stocks
    - c. Why people buy bonds
3. The corporation also has many disadvantages.
    - a. From management's point of view
        - 1) Regular and special taxes
        - 2) Supervision by the S. E. C.
    - b. From the ownership point of view
        - 1) Individual stockholder may have no control over business and labor policies
        - 2) Management can keep itself in power indefinitely

C. How Does Large Scale Production, an Outcome of Big Business, Make a Valuable Contribution?

Aim

To show that large scale production is necessary to maintain and raise our standard of living and rate of economic growth.

Points for Emphasis

Large scale production helps explain the high American standard of living.

Large scale production poses problems for the government, the economy, and the individual.

Content

1. The nature of large scale production.
2. Large scale production offers advantages.
    - a. Lower prices result
    - b. Standardization is achieved
    - c. Research is encouraged
    - d. By-products are developed
    - e. A high standard of living is promoted
3. Problems are created by large scale production.
    - a. Technological employment occurs
    - b. Big combinations grow
    - c. Opportunity for small business is restricted
    - d. Automation may cause economic loss as well as gain
        - 1) To labor
        - 2) To the employer

D. What Is the Place of Monopolies in the American Economy?

Aim

To indicate that monopolies are sometimes necessary and sometimes harmful to the consuming public.

Point for Emphasis

Monopolies have the power to raise or lower prices for an entire industry.

Content

1. The nature of monopoly.
2. Monopolies can be beneficial to the public.
   - a. Lower prices may result from lower costs
   - b. Better service is possible
3. Monopolies can be harmful
   - a. Prices can be fixed
   - b. Service may be neglected
   - c. Production may be limited
4. The proper role for monopolies in the American economy.

E. How Does the Government Regulate Big Business?

Aims

To show why regulation of business is necessary.
To describe how the laws attempt to correct abuses.

Points for Emphasis

Regulation is essential to protect the public.
Developing proper and effective regulation is difficult.

Content

1. It is necessary for the government to regulate against improper activities of business.
   - a. High prices injure the consumer
   - b. Unfair methods of competition injure the small businessman
   - c. Lobbies attempt to influence the government
2. Government has regulated big business in several ways.
   - a. Sherman Act and the Clayton Act are directed against monopolies.
   - b. Agencies such as FTC, ICC, PCC, SEC and public service commissions regulate aspects of business activity
3. The effectiveness of government regulation may be debated.

Suggested Readings

See page 103

UNIT IV. WHAT THE FUTURE WORKER SHOULD KNOW ABOUT JOBS, UNIONS, AND GOVERNMENT

For many of our non-academically minded young people in the high schools, the selection of jobs and an understanding of such related matters as union activities, the role of government in labor-management relations, and current problems of labor are immediate considerations. One of the most valuable services we can provide such young people is in making them aware of the qualifications for securing, maintaining, and advancing in employment, and the basic value of a good high school education in all these endeavors. Since national and local policies have promoted a wide use of collective bargaining procedures, it is important for future workers to understand the nature and operations of unions, the process of collective bargaining, and related legislation. Young people should appreciate the high status of labor in our democratic society, and what has made this possible. It is also important to emphasize the obligations of the individual workingman and organized labor to the rest of our society.

This unit offers suggestions to students in selecting, obtaining, keeping, and advancing on a job; examines the nature, organization, operation, and impact of unions; considers the relationship of government to workers in America; and concludes with a study of new problems facing labor in the years ahead.

Scope of Unit

A. Selecting A Job.
B. Job-Hunting.
C. Keeping and Advancing on the Job.
D. Union Activities.
E. Union Organization.
F. Union Operation.
G. Union-Management Relations.
H. Union Contributions.
I. Union Problems.
J. Government and Labor.
K. Current Labor Interests.

A. How Should You Select an Occupation?

Aims

To establish criteria for job selection.

To help students look at themselves realistically in relation to possible employment.

Points for Emphasis

Career choice is limited only by ability and training.

High school builds the foundation for the future.

High school offers many services such as guidance and job placement.

Content

1. Weigh many factors in selecting an occupation.
    a. Security
    b. Pay
    c. Hours
    d. Location
    e. Status
    f. Opportunities for advancement
    g. Interest in features of work
    h. Job availability
    i. Education and training required
    j. Personality qualifications
2. Study your own abilities, interests, training, and readiness for additional effort.
3. Use the resources offered by the school and community
    a. Guidance counsellors in school
    b. Vocational advisers

B. How Do You Obtain a Job?

Aim

To give pupils some practical pointers in job-hunting.

Point for Emphasis

Finding a job requires special knowledge and skills.

Content

1. Use every means at your disposal to locate a job.
    a. School placement service
    b. Newspaper want ads.
    c. New York State Employment Service
    d. Private agencies
    e. Information from friends
    f. Labor unions
2. Make out application form clearly, neatly, and completely.
3. Make a good impression at the intervew.
    a. Knowledge of field
    b. Manners and appearance

C. How Do You Keep a Job and Win Advancement?

Aim

To stress the importance of efficiency, dependability, and personality in holding a job and winning advancement.

Points for Emphasis

The major causes for discharge are personality deficiencies, absenteeism, and inefficiency on the job.

For promotion it is necessary to improve skills and methods.

Content

1. Develop proficiency in the work you do.
    a. Seek guidance from more experienced workers and from supervisors
    b. Try to anticipate possible difficulties
2. Show ambition by advanced training and education to improve skills.
    a. Evidence interest in overall operations of the business
    b. Consult with others on skills required for advancement
3. Maintain a record of promptness, dependability, and cooperation.
4. Show loyalty to the organization and to supervisors.

D. Should You Join a Union?

Aim

To show how unions try to benefit their members.

Points for Emphasis

Unions undertake programs for the welfare of members.

Unions seek to obtain benefits directly from management.

Content

1. Collective bargaining has been established as national policy.
2. Improvement of "bread and butter" conditions is the major work of most unions.
    a. Wages and hours (escalator clauses, guaranteed annual wage)
    b. Working conditions (job protection)
3. Many unions seek to extend fringe benefits for their members.
    a. Pension plans
    b. Group insurance
    c. Medical care facilities
4. Some unions perform miscellaneous services for their members.
    a. Employment agencies
    b. Vacation resorts
    c. Recreation clubs, dances, study groups

   - d. Educational programs
   - e. Housing projects
   - f. Union banks and loan associations
   - g. Union newspapers

E. How Are Unions Organized?

Aims

To develop an understanding of the different types of unions.
To show relationship between a local union and a national federation.

Point for Emphasis

Different types of unions developed to meet changes in industrial organization and technology.

Content

1. Different types of unions have been organized.
   - a. Craft
   - b. Industrial
   - c. Others
2. Many unions are affiliated with A.F.L.-C.I.O.
   - a. Local unions.
   - b. National unions.
3. Some unions are independent.

F. How Do Unions Operate?

Aim

To describe how unions conduct their affairs.

Points for Emphasis

Unions elect leaders and hire professional staffs.
Insuring democratic procedures with union organizations is an obligation of members.

Content

1. Union procedures are outlined in their constitutions and by-laws.
   - a. Meetings
   - b. Elections
2. Union officials and agents have many duties.
   - a. Shop steward
   - b. Organizer
   - c. Delegate
   - d. Negotiator
   - e. Lawyer
   - f. Accountant

    g. Economist
    h. Business agent

3. Many unions train members for union leadership.

G. How Do Unions and Management Deal with Each Other?

Aims

To show how industrial conflict creates problems for labor, management, and the general public.

To show how government policy has helped establish machinery for maintaining industrial peace.

Points for Emphasis

Collective bargaining is the principal method of preventing industrial conflict.

The government has become increasingly involved in the settlement of labor disputes.

Content

1. There are many reasons for labor-management disputes.
    a. Wages
    b. Hours
    c. Pensions
    d. Dismissal of employees
    e. Fringe benefits
    f. Impact of automation
2. Management and unions use various techniques when disputes arise.
    a. Labor: strike, picketing, boycott
    b. Management: lockout, injunction, publicity
3. The public usually suffers during a labor dispute.
4. The federal government has provided some machinery to help maintain labor peace.
    a. Guarantee of collective bargaining (Wagner-Connery Act)
    b. Use of injunction in the public interest (Taft-Hartley Act)
5. Other methods of peaceful settlement of disputes such as mediation and arbitration are also available.

H. How Have Unions Affected Our Society?

Aim

To show that unions have played a prominent part in developing our modern "American Way of Life."

Point for Emphasis

Labor unions have made many important contributions to public policy and legislation.

Content

1. Unions merit a large share of the credit for the development of free public education in the United States.
2. The activities of unions have contributed toward the American standard of living.
3. Unions have supported public housing programs as well as privately-financed, middle income housing.
4. Unions have supported restrictions on immigration.
5. Unions have backed high tariffs.

I. What Problems Do Unions Raise?

Aim

To stimulate constructive thinking in analyzing the imperfections, abuses, and unsolved problems with which some unions confront society.

Points for Emphasis

There is public concern over corruption, undemocratic control, and other improper aspects of union activity.

Apathy of union members may allow abuses.

Labor has tried to clean its own house.

There are disputes over the amount of government regulation needed to prevent or correct union abuses.

Content

1. Many types of problems are raised by unions.
    a. Financial
        1) Misuse of union funds
        2) Racketeers
        3) Kickbacks
        4) Industrial peace bribes
        5) Sweetheart contracts
        6) Featherbedding
    b. Undemocratic practices
        1) Fixed elections
        2) One-name ballots
        3) Paper locals
        4) Union dictatorship (one-man or small group)

2. Unions have attempted to correct abuses.
3. Government has attempted to solve some of these problems.
    a. Protection of management from unfair union practices (Taft-Hartley Act)
    b. Protection of union members from unfair union practices. (Landrum-Griffin Act)
    c. State right-to-work laws

J. How Does Our Government Protect the Interests of All Workers?

Aim

To show that all levels of our democratic government have acted to protect labor.

Point for Emphasis

Labor laws help workers in a variety of ways.

Content

1. State laws protect the physical well-being of workers.
    a. Health and sanitary codes
    b. Restrictions on the employment of minors and women
    c. Regulations on hours of work
2. Both state and federal laws assure some security for workers.
    a. Workmen's compensation
    b. Disability insurance
    c. Unemployment insurance
    d. Social security
        1) Old age pensions
        2) Survivors' insurance
        3) Permanent disability pensions
3. New York State led in the campaign to provide equal opportunities for employment.
    a. No discrimination on basis of race, religion, or nationality
    b. No discrimination in hiring, firing, promotions, or working conditions

K. How New Problems Lead to New Legislative Demands by Labor.

Aim

To demonstrate the relationship between economic trends and new problems and demands of labor.

Points for Emphasis

Developments in our economy pose new problems for labor.

The individual worker must accept a personal responsibility for his own welfare.

Content

1. Labor is seeking new or expanded legislation.
    a. Protection against job loss resulting from automation
    b. Increased social security benefits including medical aid for the aged
    c. Higher minimum wage laws
    d. Long term aid in depressed areas
    e. Retraining of workers whose skills are becoming obsolete
2. The worker cannot shift all responsibility for his welfare to the government.

Suggested Readings

See page 104

UNIT V. HOW GOVERNMENT RAISES AND SPENDS THE FUNDS IT NEEDS TO PROVIDE SERVICES

One of the most significant concepts we can impart to our students is that citizens in a democratic society have economic, as well as political, obligations. The economic well-being of each of us depends upon high standards of integrity and responsibility on the part of all citizens. Since government today plays a major role in providing services to citizens and since taxation takes a significant percentage of earnings, students should understand the scope and value of government operations. There should be careful examination of tax programs, and an understanding of the principles upon which these are based. Slower children can learn much from direct experience with the income tax procedure. Stress should be placed on developing an appreciation of the importance of using our resources wisely, doing the best job possible, meeting obligations fully, and participating in developing sound economic policies wherever possible.

This unit examines in detail the services provided by government to all citizens and to groups with special interests, looks into sources of government revenue, and seeks to establish a concept of "good economic citizenship."

Scope of Unit

A. General Services.
B. Special Services.
C. Government Spending.
D. Taxation and Borrowing.
E. Obligations of the "Economic Citizen."

A. What Services Do All Citizens Expect the Government to Perform?

Aim

To develop an understanding of the services required of a government by its citizens.

Point for Emphasis

Essential services are provided by government.

Content

1. Everyone has the right to protection of his life, property, and liberty.
    a. Defense in case of attack
    b. Police protection

    - c. Fire protection
    - d. Liberty of contract
- 2. Health and welfare should be safeguarded by the government.
    - a. Purification of drinking water
    - b. Protection against infectious diseases
    - c. Regulation of use of harmful substances in foods and drugs
- 3. Emergencies or new developments may require the services of government.
    - a. Floods or other natural catastrophies
    - b. Economic dislocations or recessions

B. What Special Services Are Required by Businessmen, Workers, and Consumers?

Aim

To describe the special services needed by different economic groups.

Points for Emphasis

Areas of government service are wide in scope.

Government has the function of balancing the varied interests of our people.

Content

- 1. Businessmen want governments to provide services which will help business maintain itself and grow.
    - a. Protecting, stimulating, and assisting basic business interests
        - 1) Enforcement of contracts
        - 2) Supervision of banking operations
        - 3) Aid to development of adequate transportation facilities
    - b. Directly providing essential services
        - 1) Handling mail
        - 2) Printing money
- 2. Workers want laws in their interest.
        - 1) Hours
        - 2) Wages
        - 3) Sanitary conditions
    - b. Assuring economic security
        - 1) Social security
        - 2) Workmen's compensation
    - c. Protecting labor's right to organize
- 3. Consumers require protection by government.
    - a. Ruling against fraud
        - 1) Misrepresentation
        - 2) Misleading advertising
    - b. Regulating against exorbitant charges by public utilities
    - c. Safeguarding against health hazards

C. How Does the Government Spend its Money?

Aim

To describe and analyze government expenditures.

Points for Emphasis

State and federal expenditures are related to a growing variety of governmental services.

Expenditures for national defense absorb a large portion of the national budget.

Content

1. The Federal government uses approximately one-fifth of the national income for the following services:
   a. Defense
   b. Research, i.e., space exploration
   c. Foreign aid
   d. Public works
   e. Agencies and commissions
   f. Aid to farmers
   g. Housing
   h. Social security
   i. Conservation
   j. Administration of justice
   k. Public health
   l. Interest on debts
   m. Direct aid to states for education and welfare
   n. Repayment of loans
2. World leadership has expanded the scope of federal spending.
   a. Participation in the United Nations requires expenditures
   b. American assistance to underdeveloped nations has expanded our obligations
   c. Foreign aid programs help business by expanding our overseas markets
3. State and local budgets are designed to provide for local services.
   a. Schools
   b. Police and fire departments
   c. Road building and maintenance
   d. Health departments
   e. Water supply
   f. State and local hospitals
   g. Housing
   h. Interest on debts
   i. Recreational facilities

D. How Does Government Get the Money it Needs?

Aim

To describe the sources of government income.

Points for Emphasis

Increasing government services may mean increasing government expenditures.

Increasing government expenditures may mean increasing taxation.

Content

1. Our governments collect a variety of taxes.
   a. Federal: income, excise, tariff, estate
   b. State and local: real estate, income, sales, estate
2. Taxes should meet certain standards.
   a. Based on ability to pay
   b. Easy to collect
3. A citizen should pay his income taxes intelligently.
   a. Filling out the Federal Income Tax return
   b. Filling out the State Income Tax return
4. Governments borrow money from banks and private citizens.
   a. Unanticipated rise in the costs of government
   b. Raises question of how big the public debt should be

E. What Does the Government Expect of the "Good Economic Citizen"?

Aim

To demonstrate the relationship between effective governmental participation in economic life and intelligent cooperation by citizens.

Point for Emphasis

Good citizenship has economic as well as political aspects.

Content

1. The government expects the citizens to be informed.
2. The government expects citizens to obey all laws.
3. The government expects people to pay taxes.
4. The government expects those citizens who can to buy government bonds.
5. The government expects citizens to protect and conserve natural resources.
6. The welfare of the economy demands that every citizen do "an honest day's work."

Suggested Readings

See page 105

UNIT VI. HOW THE AMERICAN ECONOMIC SYSTEM PROVIDES YOU WITH THE HIGHEST STANDARD OF LIVING IN THE WORLD WHILE PRESERVING FREEDOM

Now that our students have examined some of the key elements of the operation of the American capitalistic or free enterprise system, they are ready to look at the system as a whole, and to contrast it with the communistic system. Since we are interested in continued improvement of already high standards, study should cover achievements of capitalism, shortcomings, and continued efforts to correct any weaknesses. A key understanding related to an appreciation of the workings of capitalism in American democratic society is the fact that we have made economic progress while protecting freedom. While the advantages of our way of life over the state and party dictatorship of Soviet communism must be stressed, it is equally significant to point out that we cannot rest on our laurels, and that every citizen has an obligation to understand and work to advance even further our economic and political achievements.

This unit analyzes the major characteristics of the capitalistic system here, points out its record of achievements and efforts to overcome problems, compares and contrasts communism and capitalism, and concludes with a reminder of the continued challenge to our system to make ever-better provision for human welfare and freedom.

Scope of Unit

A. The Capitalistic System.
B. Achievements of Capitalism.
C. The Differences between Communism and Capitalism.
D. Meeting the Communist Challenge.

A. How Does Capitalism Work?

Aim

To present the essential characteristics of the capitalistic system.

Points for Emphasis

Caapitalism relies primarily on free enterprise and private initiative.
Government protects the public interest against possible abuse.

Content

1. There are certain general characteristics of capitalism.
    a. Free enterprise
    b. Private property

   - c. Profits for individual owners
   - d. Competition
   - e. Freedom of choice.
   - f. Contracts enforceable in the courts

2. Even in a capitalist economy there are some limitations on free enterprise.
   - a. Legislation such as anti-trust laws, minimum wage laws, and licensing laws
   - b. Government-owned and operated enterprises such as post offices, water systems, subways, and the T.V.A.

B. What Has Capitalism Accomplished?

Aim

To point out that our system has provided us with the highest standard of living on earth, as well as the highest degree of freedom.

Point for Emphasis

Capitalism has been responsible for great achievements, and continues to seek the correction of shortcomings.

Content

1. Capitalism is responsible for great achievements.
   - a. High productivity
   - b. Development of natural resources
   - c. Development of new products
   - d. High living standards
   - e. Encouragement to initiative and freedom
2. Certain shortcomings have become evident.
   - a. Exploitation of certain groups of workers
   - b. Waste of natural resources
   - c. Periods of recession as well as prosperity
   - d. Profits at the expense of the consumer
3. Capitalism continues attempts to correct shortcomings.
   - a. Initiatives by business
   - b. Programs and regulations by government

C. How Does Communism Differ from Capitalism?

Aim

To show the basic differences between communism and capitalism.

Points for Emphasis

Needs of the individual under communism are sacrificed to the requirements of the state.

Rigid economic controls lead to the abolition of personal and economic freedoms.

Content

1. Government dominates economic life.
2. All factories, mines, banks, railroads, farms, stores, and land are owned by the government.
3. Government restricts union activity and freedom of workers.
4. What is produced is determined by government-established priorities.
5. Individual standards of living are sacrificed to government programs.

D. How Can We Help Capitalism Overcome the Communist Challenge?

Aims

To remind pupils of our achievements under capitalism.

To develop a sense of responsibility for the continued improvement of our system.

Points for Emphasis

When we measure our achievements against the Russian claims, we see that we have done very well.

It is a responsibility of every citizen to contribute to the progress of human welfare under capitalism.

Content

1. We have an excellent record of achievement under capitalism.
   a. Good schools
   b. Ever-increasing equality of opportunity
   c. Access of the average citizen to the best in literature, art, theater, and the dance
   d. Ever-advancing standards of living
   e. Provision of abundant leisure time and recreational opportunities
   f. Progress accompanied by continued freedom
2. We must continue to work for improvement.
   a. We should demand a high sense of public responsibility from government officials, business and labor leaders, and every individual
   b. Educational and vocational opportunities must be fully available to all
   c. We must develop ever-higher standards of quality in the arts, in production, and in daily living
   d. We must pay our fair share of the taxes which may be needed with an expansion of government services
   e. Every American should be concerned with the welfare of the less fortunate
   f. Every American must be a responsible economic citizen

Suggested Readings

See page 107

USING THE LIBRARY

For effective and meaningful instruction in the social studies, the use of a variety of materials found in a well-equipped library will help students to acquire the judgment and discrimination necessary for an understanding of history and ideologies. It is the librarian's responsibility to help the students to develop the ability to do independent research.

The librarian gives instruction in the use of library tools and in special research sources. When students are engaged in research, the librarian guides the note-taking and guides in evaluating material from various sources so students may develop judgment in the use of information.

The teacher should explore the school library's resources and consult with the librarian when making an assignment. Only after the student has exhausted the resources of the school library should he be sent to the local branch of the public library or the main library.

Where practical it might be desirable to alert public librarians before assignments are given so that students are directed to the materials available in the branch library or the main library. Students should not be directed to primary sources which are not readily available.

A GUIDE TO MAJOR RESOURCES

I. CARD CATALOG

In pupil use of this index to books in the library, the following points should be kept in mind:

a. Guidance in the subject approach to the card catalog is essential.
b. Meaning and usefulness of cross-reference cards should be reviewed.
c. Information appearing on the catalog card should be clearly understood: author, title, publisher, copyright date and call number, the key to the location of books as arranged on the shelves by the Dewey Decimal Classification System.

II. REFERENCE BOOKS

A. General Encyclopedias

The usefulness of the indexes and yearbooks should be pointed out.

1. *Collier's Encyclopedia*
2. *Compton's Pictured Encyclopedia*
3. *Encyclopedia Americana*
4. *Encyclopaedia Britannica*
5. *Our Wonderful World*
6. *World Book Encyclopedia*

B. Special Encyclopedias

1. *Album of American History*
2. *Current Biography*
3. *Dictionary of American Biography*
4. *Dictionary of American History*
5. *Encyclopaedia of the Social Sciences*

C. Special Reference Books

Columbia Lippincott Gazeteer of the World. Columbia University Press, 1952.

Dewhurst, James Frederic, ed. *America's Needs and Resources.* Twentieth Century Fund, 1955.

Economic Almanac. National Industrial Conference Board, 1961.

Economic Report of the President. United States Government Printing Office (issued annually).

Historical Statistics of the U. S. Colonial Times to 1957. Bureau of Census. United States Government Printing Office, 1960.

Lord, Clifford L., and Elizabeth. *Historical Atlas of the United States.* rev. ed. Holt, 1953.

Nemmers, Erwin and Janzen, Cornelius. *Dictionary of Economics and Business.* Littlefield, Adams & Company, 1958.

Schmeckebier, Laurence F. and Eastin, Roy B. *Government Publications and Their Use.* rev. ed. The Brookings Institution, 1961.

Sloan, Harold S., and Zurcher, Arnold J. *Dictionary of Economics,* 3rd ed. rev. Barnes & Noble, 1957.

Statesman's Year Book. St. Martin's Press, latest ed. (issued annually).

Statistical Abstract of the United States. United States Government Printing Office (issued annually).

United Nations. *Yearbook of the United Nations.* Columbia University Press (published annually).

United States Department of Labor. *American Worker's Fact Book.* United States Government Printing Office, 1961.

United States Government Organization Manual. United States Government Printing Office (issued annually).

World Almanac and Book of Facts. New York World Telegram and Sun (issued annually).

Woytinsky, Wladimir S. *World Population and Production.* Twentieth Century Fund, 1953.

Zadrozny, John Thomas. *Dictionary of Social Science.* Public Affairs Press, 1959.

D. Source Books

BERGER, JOSEF and DOROTHY. *Diary of America.* Simon & Schuster, 1957.

COMMAGER, HENRY STEELE, ed. *Documents of American History,* 6th ed., Appleton, 1949.

Classics in Economics; a course of selective reading by authorities. Philosophical Library, 1960.

HART, ALBERT BUSHNELL, ed. *American History told by Contemporaries.* 5 vols. Macmillan, 1950.

HOFSTADTER, RICHARD. *Great Issues in American History.* 2 vols. Vintage Books, 1958.

UNIVERSITY OF CHICAGO, COLLEGE, SOCIAL SCIENCE I STAFF. *People Shall Judge: Readings in the Formation of American Policy.* 2 vols. University of Chicago, 1949.

WILCOX, FRANCIS O., and KALIJARVI, THORSTEN V. *Recent American Foreign Policy: Basic Documents.* Appleton, 1952.

III. MAGAZINE AND NEWSPAPER INDEXES

A. *Readers' Guide to Periodical Literature.* H. W. Wilson Co.

B. *The New York Times Index.* The New York Times Co. (published twice a month and annually).

C. *Facts On File.* Facts on File, Inc. (published weekly).

IV. MAGAZINES

Magazines are an important source of information on events in the world of today. The articles are usually brief, interesting, and they are often illustrated. This is apt to attract the high school student of limited reading ability. Two of the magazines, *Life* and *Look,* sometimes offer reprints of important articles.

All of the magazines listed below are on the approved list for the New York City Schools and may be obtained in the school library.

American Heritage
Current Biography
Focus
Headline Series Pamphlets
Life
Look
National Geographic
Newsweek
Public Affairs Pamphlets
Saturday Evening Post
Senior Scholastic
Time
U. S. News and World Report

V. PAMPHLETS AND CLIPPINGS

The following government agencies and private organizations issue valuable pamphlet material:

A.F. of L.-C.I.O., 815 16th St., N.W., Washngton, D. C
Brookings Institution, 722 Jackson Pl. N.W., Washington 6, D. C.
Chase Manhattan Bank Museum of the Moneys of the World, R.C.A. Building–Rockefeller Center, 1254 Avenue of the Americas, New York 20, N. Y.
Committee for Economic Development, 711 5th Ave., N. Y. C.
Conservation Foundation (Critical Index of Films and Filmstrips in Conservation), 30 East 40th St., N. Y. C.
Council of State Chambers of Commerce, 1025 Conn. Ave., Washington 6, D. C.
Federal Reserve Bank of New York, 33 Liberty St., N. Y. C.
International Ladies Garment Workers Union, 1710 Broadway, New York 19, N. Y.
Joint Council on Economic Education (Conservation), 2 West 46th St., N. Y. C.
League of Women Voters, 461 Park Ave. S., N. Y. C.
Metropolitan Life Insurance Co., Division of Health and Welfare, 1 Madison Ave., New York City
National Association of Manufacturers, Education Department, 2 East 48th Street, New York City.
National Bureau of Eonomic Research, Inc., 261 Madison Ave., N. Y. C.
National Industrial Conference Board, 460 Park Ave., N. Y. C.
National Planning Assoc., 1606 New Hampshire Ave., N. W., Washington, D. C.
New York State Department of Labor, Albany, New York.
New York State Department of Commerce, 112 State Street, Albany, New York.
New York Stock Exchange, School and College Relations, 11 Wall Street, New York 5, N. Y.
Pan American Union, Washington 6, D. C.
Service Center for Teachers of History, 400 A Street S.E., Washington 3, D. C.
Supt. of Documents (monthly list of government publications), U. S. Government Printing Office, Washington, D. C.
Twentieth Century Fund (Pamphlets and Newsletter), 41 East 70th St., New York 21, N. Y.
U. S. Congress. Joint Economic Committee –Washington, D.C.
U. S. Dept. of Agriculture, Washington, D.C.

U. S. Dept. of Commerce, Washington, D. C.
U. S. Dept. of Health, Education and Welfare, Washington, D.C.
U. S. Dept. of Interior, Washington, D.C.
U. S. Dept. of Labor, Washington, D.C.
U. S. Office of the President (Economic Reports), Washington, D.C.

VI. BIBLIOGRAPHIES AND INDEXES

Annotated Bibliography of Materials in Economic Education. Joint Council on Economic Education, 2 West 46th St., N. Y. (issued yearly).

Bibliography of Free and Inexpensive Materials for Economic Education. Joint Council on Economic Education, 2 West 46th St., N. Y., 1959. (50¢).

Business Periodicals Index. H. W. Wilson Co., 1959 to date.

COAN, OTIS W., and LILLARD, RICHARD G., comp. *America in Fiction,* 4th ed. Stanford University Press, 1956.

COLUMBIA UNIVERSITY, TEACHERS COLLEGE, CITIZENSHIP EDUCATION PROJECT. *Resources for Citizenship.* 1955.

Education Index. H. W. Wilson Co.

Educational Film Guide. H. W. Wilson Co.

Filmstrip Guide. H. W. Wilson Co.

HANDLIN, OSCAR, and OTHERS, eds. *Harvard Guide to American History.* Harvard University Press, 1954.

HORKHEIMER, MARY FOLEY, and DIFFOR, JOHN W. *Educators Guide to Free Films.* Educators Progress Service, Randolph, Wisc. (issued yearly).

HORKHEIMER, MARY FOLEY, and DIFFOR, JOHN W. *Educators Guide to Free Filmstrips.* Educators Progress Service (issued yearly).

JOHNS HOPKINS UNIVERSITY, DEPT. OF POLITICAL ECONOMY. ECONOMIC LIBRARY SELECTIONS.
  Series I, *New Books in Economics* (published quarterly).
  Series II, *Basic Lists in Special Fields of Economics* (published irregularly).

One Hundred Selected Films in Economic Education. Joint Council on Economic Education, N. Y., 1960.

Paper Bound Books in Print. R. R. Bowker Co. (issued quarterly).

PRAKKEN, SARAH L. *Subject Guide to Books in Print.* R. R. Bowker Co., (issued yearly).

PUBLIC AFFAIRS INFORMATION SERVICE BULLETIN. *Public Affairs Information Service,* 11 West 40th St., N. Y. 18, N. Y. (issued weekly).

Study Materials for Economic Education in the Schools, Supplementary Paper No. 12, Committee for Economic Development, 1961.

Vertical File Index. H. W. Wilson Co. (issued monthly).

BOOKS FOR TEACHER USE

American History

Barck, Oscar Theodore, Jr., and Blake, Nelson Manfred. *Since 1900: A History of the United States in Our Times*, 3rd ed. Macmillan, 1959.

Beard, Charles A., and Others. *The Beards' New Basic History of the United States.* Doubleday, 1960.

Bemis, Samuel Flagg. *A Diplomatic History of the United States.* 4th ed. Holt, 1955.

Bruce, Harold R. *College Text in American National Government.* rev. ed. Holt, 1957.

Carman, Harry James, and Syrett, H. C. *History of the American People.*
vol. 1 to 1877, 2nd ed. rev.
vol. 2 in preparation. Knopf, 1960.

Chitwood, Oliver Perry, and Owsley, Frank Lawrence. *The United States from Colony to World Power*, 2nd ed. Van Nostrand, 1954.

Curti, Merl, and Others. *History of American Civilization.* Harper, 1953.

Faulkner, Harold U. *American Political and Social History*, 7th ed. Appleton, 1957.

Hofstadter, Richard, and Others. *The American Republic.* 2 vols. Prentice-Hall, 1959.

Malone, Dumas, and Rauch, Basil. *Empire For Liberty.* 2 vols. Appleton, 1960.

Morison, Samuel Eliot, and Commager, Henry Steele. *Growth of the American Republic*, 4th ed. Oxford University Press, 1950.

Schlesinger, Arthur M. *New Viewpoints in American History.* Macmillan, 1922.

Weinberg, Meyer, and Shabat, O. E. *Society and Man.* Prentice-Hall, 1956.

Economics

Bach, George L. *Economics: An Introduction to Analysis and Policy.* 3rd ed. Prentice-Hall, 1960.

Boulding, Kennneth E. *Principles of Economic Policy.* Prentice-Hall, 1958.

Bye, Raymond T., and Hewett, W. W. *Applied Economics*, 5th ed. Appleton, 1960.

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Harriss, C. Lowell. *The American Economy: Principles, Practices,* and *Policies,* 3rd ed. Irwin, 1959.

Homan, Paul T., and Others. *Economic Order: An Introduction to Theory and Policy.* Harcourt, 1958.

Johnson, Edgar A., and Kroos, Herman E. *The American Economy. Its Origins, Development and Transformation.* Prentice-Hall, 1960.

Lindholm, Richard W., and Driscoll, Paul. *Our American Economy.* Harcourt, 1959.

Loucks, William N. *Comparative Economic Systems,* 6th ed. Harper, 1961.

McConnell, Campbell R. *Elementary Economics.* McGraw-Hill, 1960.

Michelon, Leno C., and Others. *Basic Economics.* World, 1960.

Robinson, Marshall A., and Others. *An Introduction to Economic Reasoning,* rev. ed. Brookings Institution, 1959.

Samuelson, Paul A. *Economics: An Introductory Analysis,* 5th ed. 1961.

Smith, Augustus H. *Economics For Our Times,* 3rd ed. McGraw, 1959.

Teaching American History and Economics

Anderson, Howard R., and Lindquist, E. F., comp. *Selected Test Items in American History* (Bulletin No. 6), 4th ed. rev. Natl. Council for the Social Studies, 1957.

Association of Teachers of Social Studies in the City of New York. A *Handbook for Social Studies Teaching.* Republic, 1951.

Association for Supervision and Curriculum Development. Commission on Education for Economic Competence. *Educating for Economic Competence.* The Association, National Education Association, 1960.

Cartwright, William H., and Watson, Richard L., eds. *Interpreting and Teaching American History.* 31st yearbook, National Council for the Social Studies, Washington, D.C., 1961.

Conference on the Teaching of Elementary Economics, Merrill Center for Economics. *The Teaching of Elementary Economics.* Holt, 1960.

Hunt, Maurice P., and Metcalf, Lawrence E. *Teaching High School Social Studies.* Harper, 1955.

Illinois Council for the Social Studies. *The Councilor,* March 1960. vol. 21, No. 1. (A special issue on economic education, contains an experimental High School course and basic economic reference materials.)

Johns, Eunice, ed. *Social Studies in the Senior High School: Programs for Grades 10,* 11 *and* 12. *National Council for the Social Studies,* Washington, D. C., 1953.

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New York State, Education Department, Bureau of Secondary Curriculum Development. *Teaching Economics.* In preparation.

Patterson, Franklin, *ed. Citizenship and a Free Society*: Education *for the Future.* 30th yearbook, National Council for the Social Studies, Washington, D. C., 1960.

Price, Roy A., ed. *New Viewpoints in the Social Sciences,* 1958. 28th yearbook, National Council for the Social Studies, Washington, D. C., 1958.

Wesley, Edgar B., and Wransk, Stanley P. *Teaching Social Studies in High School,* 4th ed. Heath, 1958.

SUGGESTED READINGS ON CONTENT UNITS

American History

Note: The following listings are selections of recent books that have special value. Space does not permit listing all relevant titles.

SPECIAL SERIES OF EASY-TO-READ BOOKS

American Adventure Series, Wheeler Publishing Company.

A series of story biographies of famous American pioneers and warriors.

American Heritage Series, American Book Company.

Historical stories which range from the pioneers to the present day.

Childhood of Famous Americans, Bobbs-Merrill.

Simply written biographies of famous Americans, living at various periods of our history.

Landmark Series, Random House.

Easy to read accounts concerned with the various periods of development in the history of the United States.

Mainstream of America, Doubleday.

Books of history presented in terms of the people concerned and in an exciting form of narrative.

Real Books. Garden City Books.

Authoritative, lively non-fiction books that are educational, informative, and fun for both boys and girls to read.

Signature Books, Grosset.

These comprise outstanding biographies of historical figures presented in a lively style.

They Made America. McGraw-Hill.

Each of these volumes describes the character and personal adventures of an important figure in American history.

UNIT I. HOW THE AMERICAN PEOPLE DEVELOPED A DEMOCRATIC SOCIETY

Topics A-I:

Bliven, Bruce. *The American Revolution, 1760-1783.* Random, 1958.

Brown, John Mason. *Daniel Boone.* Random, 1952.

Cousins, Margaret. *Ben Franklin of Old Philadelphia.* Random, 1952.

Commager, Henry Steele. *The Great Constitution* (a book for young Americans). Bobbs, Merill, 1961.

Cunliffe, Marcus. *George Washington: Man and Monument.* Little, Brown and Co., 1958.

*Douglas, William O. *A Living Bill of Rights.* Doubleday, 1961.

Fast, Howard, *Haym Solomon* (Financier of the Revolution). Messner, 1941.

**Fenner, Phyllis R. *The Price of Liberty* (Stories of the American Revolution). William Morrow, 1960.

Fisher, Dorothy Canfield. *Our Independence and the Constitution.* Random, 1950.

———. *Paul Revere and the Minutemen.* Random, 1950

Forbes, Esther. *Johnny Trèmain.* Houghton, 1943.

Foster, Genevieve. *George Washington's World.* Scribner, 1941.

Galt, Tom, *Peter Zenger, Fighter for Freedom.* Crowell, 1951.

Goodfriend, Arthur. *Stand Fast in Liberty.* St. Martin's Press, 1959.

Havighurst, Walter. *George Rogers Clark,* McGraw Hill, 1952.

Johnson, Gerald W. *America Is Born.* William Morrow, 1959.

Ketchum, Richard M., ed. *What Is Democracy?* E. P. Dutton, 1955.

Montross, Lynn. *Washington and the Revolution.* Houghton, Mifflin, 1959.

Neuberger, R. L. *Lewis and Clark Expedition.* Random, 1951.

Ross, George E. *Know Your Government.* Rand, McNally, 1959.

Wise, William. *Alexander Hamilton.* G. P. Putnam, 1963.

Topics J-O:

Adams, S. H. *Santa Fe Trail.* Random, 1951.

**Aldrich, Bess Streeter. *Lantern in Hand.* Appleton, Century, Crofts, 1956.

American Heritage Junior Library. *California Gold Rush.* American Heritage, 1961.

Barnes, Eric W. *The War Between the States.* McGraw Hill, 1959.

Buckmaster, Henrietta. *Flight to Freedom.* Crowell, 1958.

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*For teacher's use with students.

**Fiction.

**Carroll, Gordon, ed. *The Post Reader of Civil War Stories.* Doubleday, 1958.

Eaton, Jeanette. *Lee, the Gallant General. Morrow,* 1953.

Foster, Genevieve. *Abraham Lincoln's World. Scribner,* 1944.

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